

**AN ANALYSIS OF CODE SWITCHING USED BY BOY WILLIAM IN  
BREAKOUT PROGRAM ON NET.TV**



**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-Degree**

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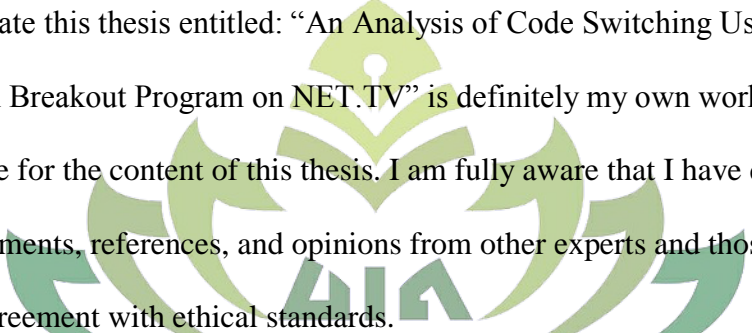
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Thesis : **An Analysis of Code Switching Used by Boy William in  
Breakout Program on NET.TV.**

I hereby state this thesis entitled: “An Analysis of Code Switching Used by Boy William in Breakout Program on NET.TV” is definitely my own work. I am totally responsible for the content of this thesis. I am fully aware that I have quoted or cited some statements, references, and opinions from other experts and those are quoted or cited in agreement with ethical standards.



Bandar Lampung, May 2019

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## **ABSTRACT**

### **AN ANALYSIS OF CODE SWITCHING USED BY BOY WILLIAM IN BREAKOUT PROGRAM ON NET TV**

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The qualitative descriptive method is used to interpret and explain the events of code switching in a music breakout on Net TV. The researcher prioritizes instruments in collecting and analyzing data. Data that has been taken from the script in a music breakout program on Net TV. Furthermore, the data were analyzed using the theory of Katja F. Cantone and Janet Holmes.

The results of this study indicate that the types of code switching are tag switching (4%), inter-sentential switching (32%) and intra-sentential switching (64%), the dominant type that found is intra-sentential switching. The last one is the function of code switching. They are Topic (4%), Switching for Affective function (88%) Metaphorical switching (4%) and Lexical borrowing (4%).

**Key words :** *Code Switching, Descriptive Qualitative, Music Program*

## **CURRICULUM VITAE**

The writer name is Ikke Novita Sari. She was born on November 24<sup>th</sup> 1995 in Terusan Nunyai, Central Lampung. She is the second child of Mr. Sasmin and Mrs. Suryanah. She has two brothers and two sisters, they name are Satria Destrian M, M Sulthan Al-Farukh, Dinda Khusnul Khotimah and Meidya Khoirunnissa.

The writer entered Kindergarten at TK Xaverius Gunung Batin Baru and finished in 2003. Then, she studied at Elementary School of SD Xaverius Gunung Batin Baru and graduate in 2009. She continued in Junior High School of SMP Xaverius Gunung Batin Baru and finished in 2011. Then, she continued her study in Vocational High School of SMK N 1 Terusan Nunyai Lampung Tengah and finished in 2014. In 2014, she continued her study program at Raden Intan State Islamic University and took an English Education as her major.

## DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom not enough only writes their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. The greatest Allah SWT, Alhamdulillah' ala kulli hal wanni'mah
2. The greatest inspiration in my life, beloved Father and Mother, Mr. Sasmin and Mrs. Suryanah who always pray for my success. Thanks for all the motivation and support, I love you forever.
3. My beloved brother and sisters, Satria Destrian M, Dinda Khusnul Khotimah, Meidya Khoirunnisa, M Sultan Al-Farukh
4. My beloved almamater Raden Intan State Islamic University.

Thanks a billion, there is no word but pray may Allah multiply rewards for all your kindness.

## MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ  
لِّلْعَالَمِي

“And one of His signs is the creation of the heavens and the earth, and the diversity of your tongues and colors. Indeed in that are signs for those of knowledge.” (Ar-Rum : 22)<sup>1</sup>



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<sup>1</sup> Al-Qur'an and English Translation, *Ar-Rum* : 22, Accessed on Mei 10<sup>th</sup> 2019, From Microsoft Word 2007



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Alhamdulillahirobbil'alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best word to express my gratitude until this thesis could be completely finished. Then, Sholawat and Salutation are always offered to the Prophet Muhammad, the last messenger and the most beloved Prophet of Allah.

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2. The Head of English Department, Meisuri, M.Pd
3. The advisor , Prof. Dr. Sulthan Syahrir, M.A who spent his time in order to help, to give the researcher advise, and to support the researcher in finishing this thesis.
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16. Finally, the researcher always expects that this research may be helpful for all. Aamiin

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The Writer,

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language is one thing to express thought, ways of thought and feel, and ways of understanding thought and feeling. Substantially, language is formed as sound or written text that has meaning. When we study language, we are approaching what some might call the 'human essence', the distinctive qualities of mind that are so far as we know, unique to man.<sup>1</sup> There are many languages in the world and one of the main languages in the world is English as an international language. English is used in conference attended by various countries with different national language, such as those in international trade and business.

Languages come into contact through their speakers, who are brought together under different sorts of conditions, including political turmoil, immigration, education and geography. So that people use more than one language in daily communications. The study about the relation of language and society is called sociolinguistic. Sociolinguistic is any study of language in relation to society.<sup>2</sup> Sociolinguistic focuses on differences in the use of language in society so that an object can be the object language learning another language.

Using more than one language or usually called as bilingualism and multilingualism are normal in many parts of the world and that people in those

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<sup>1</sup>Noam Chomsky, *Sociolinguistics The Study of Societies' Language* (Yogyakarta : Graha Ilmu, 2010), p. 2.

<sup>2</sup>*Ibid*, p. 10.



parts would view any other situation as strange and limiting. There is a long history in certain more language as a communication medium. Realizing the importance of English language in the international world, Indonesian people also learn language. In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking.

When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home. Language used in family usually different with that used in school. For example, student who her family is Javanese will speak Javanese with her family but she will change her language into Indonesian at school. Beside Indonesian is our first language, Indonesian also makes everyone who come from many tribes with different language easier to understand each other.

There is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. One also needs to distinguish between bilingual communities, where everyone has mastery of two languages, although mostly differently categorized (and even perhaps stigmatized), and individual bilingualism, viz, when a single person grows up bilingual living in a monolingual community, as in the case of the present study and of most studies concerning bilingual

language acquisition.<sup>3</sup> So that code switching is one of the ways to reach good communication by understanding the topic.

The phenomenon of people having more than one (language) is called bilingualism or multilingualism. We may often hear bilingual people switch their language into another language. According to Titone bilingualism is the individual's capacity to speak a second language while following the concepts and structure of that language rather than paraphrasing his or her mother tongue.<sup>4</sup> Code switching occurs in bilingual and multilingual community when a person switches from one language, variety, or dialect to another one. People can do code switching in any kinds of situation and domain.

Code switching the alternating use of two or more languages within conversations, has become a common phenomenon in the bilingual and multilingual society. According to Meisel “Code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints.<sup>5</sup> Code switching can be used in a variety of degrees, whether it is used at home with family and friends, or used with superiors at the workplace.

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<sup>3</sup> Katja F. Cantone, *Code Switching in Bilingual Children (Germany : Springer, 2007)*, p.2

<sup>4</sup>Titone, *Bilinguality and Bilingualism 2<sup>rd</sup> Ed* (London : Cambridge University Press, 2000), p. 6.

<sup>5</sup> Miesel in Katja F. Cantone, *Code Switching in Bilingual Children (Germany : Springer, 2007)*, p.57

Many language learning theories are proposed on the basis of certain linguistics theories. As a matter of fact, knowledge in linguistics lies at the root of understanding what language learners can learn how they actually learn and what they learn ultimately. Nowadays, many children or students delight in listening to music from international musicians. They are interested with foreign language in the music of international musicians because they can develop their skill in language learning. Sometimes when we watch a music program, we can see the presenter use another language to show the program. It also that can make the students interested. When the presenters are mixing and switching their language, it can make the child understand and not bored to use language for their daily activity. It shows the phenomenon of code switching. Linguistics and language teaching are interacting with each other, but this does not mean that they are like acting and reacting force in physics. Their mutual effects upon each other are not of equal. Rather, the effects of linguistics upon language teaching are much heavier.

Linguistics and language teaching are interactional with each other. According to Jing Meng the relationship of linguistics theory and language teaching is a dual one.<sup>6</sup> It means, on the one hand, some theories of linguistics can be applied to language teaching, i.e. linguistics guides the development of language teaching theory. On the other hand, a language teaching theory expresses or implies answers to questions about the nature of language. These questions relate language teaching theory directly to theoretical linguistics.

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<sup>6</sup> Jing Meng, *The Linguistics between Linguistics and Language Teaching* (China : Qingdao University of Science and Technology : 2009), Vol. 5, p. 12

Nowadays, we can get information in the form of visual or audio data easily. Complete information in the form of audio and visual can we find on television. In television, we often find some public figures or some hosts who use code switching when they speak in the some television shows. One of television shows which the host use code switching is Breakout program on NET TV channel. Therefore, this research aims to highlight the phenomenon of code switching in the utterances of Boy William, as the host of Breakout program on NET TV.



The purpose of this research is to find out the dominant type of code switching and the functions of code switching used Boy William. Breakout program is taken as the research object because nowadays we often find people do code switching in TV program especially on Music or fashion TV show. The audience of that TV program is mainly teenager and adult people, with the host, Boy William. He often switches his language from English to

Indonesian and Indonesian to English as his character and his style when speaking or explaining about music.

There are some previous studies relevant to the research. The first previous research is from Christina, she studied code switching in Ni Hao Ma Program of Suzana Fm Surabaya. She analyzed between English - Japanese code switching. She only studied conversational code switching in Ni Hao Ma program of Suzana Fm in Surabaya. She used the theory of Gumperz to analyzed the data. She found that there are six functional types of conversational code switching.<sup>7</sup>

The second previous research is from Eliya Murtafiah. She studied an analysis of teachers' code switching practice in the process of teaching English. In her research, the findings from the data analysis indicate that the types of code switching were found in three types: inter-sentential code switching, intra-sentential code switching and tag switching. The functions of code switching used by English teachers were found for three functions: topic switch, affective function, and repetitive function. Moreover, there were four languages involved in the process of code switching: English, Bahasa Indonesia, Arabic, and Sundanese.<sup>8</sup>

And another previous research is from Bintang Nopita S. She studied an analysis of Code switching in "Breakout" Net TV. In her research, the findings show that three types of code switching uttered in Breakout, namely:

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<sup>7</sup> Chistina, *Code switching in Ni Hao Ma Program of Suzana Fm Surabaya* (Surabaya : Universitas Kristen Petra), p. 2

<sup>8</sup> Eliya murtafiah, *An analysis of Teachers' Code Switching Practice in The Process of Teaching English at SMAN 2 Padang Cermin in Academic Year of 2016/2017*(Lampung : UIN Lampung, 2017), p. 2

Conversational switching are 94 utterances (65%), metaphorical switching are 26 utterances (18%), and situational switching are 24 utterances (17%).it means conversational switching is the type of code switching uttered dominantly by the presenters.<sup>9</sup>

This study is expected to enrich theoretical perspective on code switching used by Boy William in Breakout program on NET TV, especially, how to analyze the utterance of language research using code switching theory as that shown by Boy William in Breakout program on NET TV. Practically, this study may be employed to help the reader in analysing code switching that is used in the program. It is also expected to provide empirical source for further researchers and the reader who concern sociolinguistic studies. The writer also expects that this study would be more developed by those who are interested in the field of sociolinguistic especially in code-switching.

Therefore, the writer tries to analyze code switching that used by Boy William in breakout program on net tv, so the writer makes a research entitled **“AN ANALYSIS OF CODE SWITCHING USED BY BOY WILLIAM IN BREAKOUT PROGRAM ON NET TV”**.

## **B. The Limitation of the Study**

The writer obtained the data taken from the utterances found in three videos of Boy William in breakout program NET TV by using Katja and Holmes's theory. This study focuses examining types of code switching and the functions of code switching.

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<sup>9</sup> Bintang Nopita S, *An analysis of Code Switching in Breakout Net.TV (Medan : UIN Medan, 2014)*, p. 2

### **C. The Formulation of the Study**

Based on the background of the study, the writer would like to formulate the problems as follows:

1. What are the types of code switching?
2. What is the most dominant type of code switching made by Boy William in Breakout Program on NET TV?
3. What are the functions of code switching?

### **D. Objective of The Study**

From the problem of the study the writer formulated the objective of the study related to the problem above as follows:

1. To describe the type of code switching.
2. To show the most dominant type of code switching by Boy William in Breakout program on NET.TV.
3. To find out the functions of code switching.

### **E. Uses of Research**

Hopefully, the result of the research will bring some benefits to the theoretical and practical use of language.

1. Theoretically, the result of this research will be able to enrich the knowledge in sociolinguistics especially about code switching.
2. Practically, the research findings are expected to be useful for:

- a. For English Teachers

The teacher can use this paper to enrich their knowledge of language in bilingualism, because in educational field sometime

teacher switch their language for signaling topic change, giving and clarifying explanation and enacting social relationship.

b. For student

The students be able to deeply understand about sociolinguistic knowledge especially code switching, and directly can apply into their daily basis live.

c. For other researcher

The result of this study can increase the knowledge about code switching, the result can be used as reference to conduct a further research.

#### 4. **Scope of Research**

1. Subject of Research

The subject of the research will be Boy William as presenter of breakout program on NET TV.

1. Object of Research

The object of writer will be code switching used by Boy William in Breakout program on NET TV.

2. Places of Research

The writer will be conducted at Television especially breakout program on NET TV.

3. Time of Research

The writer will be conducted at three episode breakout program on NET TV.



## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. Sociolinguistics

Sociolinguistic is study about the relationship between language and society. It comes from word “social” that means society and word “linguist” that means language. Sociolinguistics is that part of linguistics which is concerned with language as a social and cultural phenomenon. According to Wardhaugh, sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and how language functions in communication.<sup>1</sup>

Study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants. These are also most susceptible to scientific methods such as hypothesis-formation, logical inference, and statistical testing. Based on the Wardhaugh’s explanation above, linguistics variant is one of the important things to be known. Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live.<sup>2</sup>

Interested in explaining why we speak differently in different social contexts, and sociolinguistic concerned with identifying the social functions of language and the ways it is used to convey social meaning. Speak

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<sup>1</sup>Ronald Wardhaugh, *Sociolinguistics The Study of Societies’ Language* (Yogyakarta : Graha Ilmu, 2010), p. 10

<sup>2</sup>*Ibid*, p. 10

differently may be said as using more than a language in a speaking. It is caused by of course to get good communication. The relationship between linguistic choices is sometimes easiest to see when different languages are involved. Sociolinguistic uses for practical life very much, because the languages as a tool of human verbal communication, of course have certain rules on its use.

Sociolinguistic provides knowledge on how to use language in a certain aspect or social terms. Sociolinguistic will guide us in communicating with show language, variety of language or style of what language should we use when we talk to a certain person. Sociolinguistics of identity focuses on the ways in which people position or construct themselves and are positioned or constructed by others in socio-cultural situations through the instrumentality of language and with reference to all of those variables that are identity markers for each society in the speech of its members.

## **B. Bilingualism and Multilingualism**

### **1. Definition of Bilingualism and Multilingualism**

Bilingualism or even multilingualism is common to be used by people. Bilingualism is situation when two or more language used alternately by the same speaker, it can be said that those languages contact each other. The notion of bilingualism is especially overused in an informal way, in that a person is said to be bilingual when s/he knows

more than one language.<sup>3</sup> Contact between people living as different communities have been progressing more rapidly since the industrialization. And today, modern advanced technology (computers, cellular phones, and the internet) is intensifying the contacts.

This situation has kept the importance of having a competence in understanding and using more than one language. There used to be communities whose members used one language as a means of communication. We call the individuals of such community monolinguals. Lots of western people are still monolinguals these days. But there are actually many more that are not. People who are not monolinguals but speak two languages every day are named bilinguals (bilingual people).

There was an argument that a person should be only called a bilingual when he or she can use two or more languages in the same level of performance.<sup>4</sup> Chaer and Agustina stated that bilingualism means the use of two languages by a speaker in his society by turns. It's common to college, school or even boarding house use bilingualism in daily communication. So, the students must master mother tongue and another language that become a second language. People usually speak languages they master in daily use. For example, Indonesian people when they speak with their family.

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<sup>3</sup> Katja F. Cantone, *Code Switching in Bilingual Children* (Germany : Springer, 2007), p.1

<sup>4</sup> Leonard Bloomfield in *Sociolinguistics The Study of Societies' Language* (Yogyakarta : Graha Ilmu, 2010), p.68

When they know more than one language, they may use both of which in their conversation, for example in the school and office. People use more than one language that occurs in situation of social context, which is a situation where they learn a second language in their communities. Zentella said “Bilinguals also report a tendency to switch to the more comfortable language when talking about a specific topic, for some this might be L1, but not necessarily, since some bilinguals become dominant in L2.”<sup>5</sup>

Therefore, bilingualism is the habit of using two languages in the interaction with other people. If we think about the capability of the people who use two languages or more, we are called bilingualism. In other word, applying bilingualism implicates the people must have bilingual before they can apply bilingualism. This situation can be seen in Indonesia. Most people do not use their parent’s vernacular actively and use Indonesian language practically in daily communication.

Meanwhile, multilingualism is the use of three or more languages by an individual or by a group of speakers, such as the inhabitants at a particular region or nation. As Hoffmann’s statement Sumarsih, *et.al*, multilingualism is seen as a social phenomenon.<sup>6</sup> “While Kroch and Pintzugin Braunmuller and Ferraresi state that multilingualism is an innate property of the human being, and linguistic change is due to a

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<sup>5</sup> Zentella in García, Eugene E., *Teaching and learning in two languages : bilingualism & schooling in the United States*, (New York : Teachers College, Columbia University, 2005), p. 27

<sup>6</sup> Sumarsih, *et.al*, Code Switching and Code Mixing in Indonesia : Study in Sociolinguistics, English Language and Literature Studies, Vol. 4(1), 2014, p. 78, Accessed on April 25<sup>th</sup>, 2016 from <http://www.ccsenet.org/journal/index.php/ells/article/download/34566/19693>

competition among different grammars, one of which eventually gets the better of the others.<sup>7</sup> From the definitions above, it can be concluded that multilingualism is a social phenomenon where an individual or group of speakers use three or more languages and do linguistic change.

In addition, European Commission, Directorate-General Education and Culture has conducted the study about multilingualism. It refers exclusively to the presence of several languages in a given space, independently of those who use them : for example, the fact that languages are present in the same geographical area does not indicate whether inhabitants know both languages, or only one.<sup>8</sup> It can be concluded that the definitions of multilingualism as used centers on the practice of using more than one language, to varying degrees of proficiency, among individuals and societies. It includes individuals who use one language at home and another (or others) outside the home, it means people who have equal ability in two or three languages, it includes people who can function much better in one language but who still in another (or other) language(s), it refers to societies and nation-states who use more than one language in a variety of situations to varying degrees.

Moreover, Schmidt states that multilingualism refers to societies where more than two languages are found.<sup>9</sup> Based on explanation above, it can

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<sup>7</sup> Kurt Braunmuller Gisella Ferraresi (Ed), *Aspect of Multilingualism in European Language History* (Philadelphia: John Benjamins Publishing Company, 2003), p. 4

<sup>8</sup> European Commission, *Compendium Part One : Multilingualism and Creativity Towards an Evidence-base* (Brussels : European Commission Publisher, 2009), p. 3

<sup>9</sup> Anastasia Schmidt, *Between the Languages: Code Switching in Bilingual Communication*(Hamburg: Anchor Academic Publisher, 2015), p.7

be summarized that multilingualism is presence of several languages in a given space, independently of those who use them, in other words, it is the practice of using more than one language, to varying degrees of proficiency, among individuals and societies. Concluding the definition of multilingualism from the experts above, multilingualism is a social phenomenon where an individual or group of speakers use more than one language to varying degrees of proficiency in societies.

Furthermore, based on the definitions concluded from the experts about bilingualism and multilingualism, it can be seen that bilingualism and multilingualism have close definition, that is, bilingualism the study of those who speak two or more languages and the people who only possess some minimal competence in one of the four linguistic skills even in an initial stage of second language learning.

In line with the definition of bilingualism, multilingualism is a social phenomenon where an individual or group of speakers use more than one language to varying degrees of proficiency in societies. Thus, it can be said that there is a similar meaning when the researcher uses term bilingualism as multilingualism or conversely.

## **2. Types of Bilingualism and Multilingualism**

There are three types of bilingualism proposed by Weinrich in Cantone, there are: compound, coordinate and sub.coordinate :

### **a. Compound Bilingualism**

In Compound Bilingualism there is no such dividing line; the individual learns the languages in the same environment and context and they are often used concurrently or even interchangeably. Sometimes known as additive bilingualism, an example of this would be when a child is raised by bilingual parents and both languages are used in the home. In the individual's mind, the languages are not separate and can be switched between at will, even while speaking. (As anyone who knows such a person can attest, that should actually be written often while speaking.

b. Coordinate Bilingualism

It states an independency between the two languages. The individual learns the two languages in different context so that each word has its own specific meaning. For example a student who speaks one language at home, acquired via his/her parents and the home environment and then learns a second language at school. He/she only speaks the second language at school, in a classroom environment and the language remain separate in his mind.

c. Sub-Coordinate Bilingualism

Subordinate Bilinguals are those people who have learnt a second language and cannot understand it without the help of their first language. Such people will translate the words of second language in their mother tongue, then they would be able to understand them. Thus we can say that the concepts in mind will remain in one system

i.e. the system of mother tongue, but an additional language is attached to that system through mother tongue.

From Weinreich in Cantone above, it can be concluded that there are three types of bilingualism. They are: compound bilingualism, coordinate bilingualism and sub-coordinate bilingualism. Compound bilingualism is when an individual master two languages because he/she learns the two languages in the same context and situation. While coordinate bilingualism is when an individual learns the two languages in different contexts like an individual who speaks Bahasa Indonesia at home and learns English at school. Then, sub-coordinate bilingualism is one language is stronger and faster than another one.

Besides the three types proposed by Weinreich in Cantone, Pohl in Breards more produces one of the more comprehensive typologies bilingualism that covers both major distinctions. Though some of the labels he uses have not gained the widespread recognition they deserve. Among the more interesting types he list are the following:

a. Horizontal Bilingualism

Horizontal Bilingualism occurs in students where two distinct languages have an equivalent in the official, cultural and family life of a group of speakers such as the educate Fleming in Brussels (using Dutch and French), the Catalans (using Catalan



and Spanish), and certain Quebecois (using French and English). Although such speakers might functionally differentiate their language might be used in very similar circumstances.

b. Vertical Bilingualism

Vertical bilingualism obtains when a standard language, together with a distinct but related dialect coexist within the same speaker. This pattern can be found in many parts of the world, including Wallon Belgium (Wallon and French), Germanic Switzerland (Schwyzertutsch and German) and Bali (Balinese and Indonesia).

c. Diagonal Bilingualism

Diagonal bilingualism occurs when speakers who used a dialect or non-standard language together with genetically unrelated standard language, as can be found in Louisiana in the united States (Louisiana French and English), German Belgium (Low German and French) and amongst Maori communities in New Zealand (Maori and English).<sup>10</sup>

Based on Pohl in Beardsmore, there are three types of bilingualism called as Horizontal bilingualism, vertical bilingualism and diagonal bilingualism. Horizontal bilingualism is when two languages have equivalent status. For example, the use

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<sup>10</sup> Hugo Baetens Beardsmore, *Bilingualism : Basic Principles (2<sup>nd</sup> Ed)*(Brussel : Multilingual Master Ltd, 1986), p. 5

of Sundanese Banten and Javanese Banten in Banten, Jawa Barat. While vertical bilingualism occurs when Sundanese speaks Bahasa Indonesia but in Sundanese dialect. Then, diagonal bilingualism is when a speaker who uses a dialect or non-standard language together with a genetically unrelated standard language.

Therefore, Grosjean in McKay and Hornberger mentions two types of societal multilingualism as follow :

a. Territorial Principle of Multilingualism

When a country or region consist of several language groups, each of which is primarily monolingual. Canada is a good example. In such a case, the nation as a whole is multilingual but not all individuals are necessarily multilingual. This situation has been referred to as the territorial principle of multilingualism.

b. Personality Principle

Where bilingualism is the office policy of a country and most individuals are multilingual. India and several countries in East and West Africa are good examples of this case.<sup>11</sup>

### C. Concept of Code

Code can be defined as a system used by two or more people to have a communication. It also refers to a language. Its meaning be known only by

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<sup>11</sup> Sandra Lee McKay and Nancy H. Hornberger (Ed), *Sociolinguistic and Language Teaching*(New York : Cambridge University Press: 1996), p. 48

some of conversant within a conversation. As what Wardhaugh said that code occurs when people open the mouth and even produce a sound.<sup>12</sup> Code can be defined as a system that says that the use of language element has its own characteristic toward speaker and situation. Code is variant of language which is used by community. Every community may have different cod to make clearer communication with each community's members. As Rahardi said that code is a type of system used by two or more people to communicate.<sup>13</sup> There are some difinition explaining the term of "code".

Marjohan stated that code is a term which refers to a variety.<sup>14</sup> Thus, a code maybe an idiolect, a dialect, a register or a language. While Suwito defined that code is a means of communication as a varietyof language is called code.<sup>15</sup> Regarding to those definitions, it can be conclude that when people open their mouth, they must choose a particular code. In choosing a code, people may switch code or mix code.when a speaker talks in one code then he changes or switch to another code, is is commonly known as 'code switching'.

## **D. Concept of Code Switching**

### **1. Definition of Code Switching**

A communicator may use some languages in a communication to catch another's understanding. It's usually used when both of communicators

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<sup>12</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics: Fifth Edition* (New York :Blackwell Publishing,2006), p. 88

<sup>13</sup> Rahardi, *Sosiolinguistik, code, dan code switching* (Yogyakarta : Pustaka Pelajar), p. 22

<sup>14</sup> Marjohan, *An Introduction to sociolinguistics* (Departemen Pendidikan dan Budaya :1988), p. 48

<sup>15</sup> Suwito, *Pengantar Awal Sosiolinguistik* (Surakarta: Henary Offset),p. 78

are from different tribe that have different language. When they speak about the topic, they may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Sometimes, both of them are not very proficient in a second language. Best choice to face that condition is using language that both of them understand. Switches motivated by the identity and relationship between participants often express above along the solidarity or social distance dimension.

A switch may also reflect a change in the other dimension, such as the status relations between people or the formality of their interaction. According Myers-Scotton in Cantone, code switching is the selection of bilinguals or multilingual of forms from an embedded (or language) in the utterance of matrix during the conversation.<sup>16</sup> From definition above, it is learned that code-switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from a variety or style to another. The definition also suggested that code-switching should be found in a single conversation. Language switch is of course, a form of code switching.

In similar way, Romaine says that many linguists have stressed the point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker.<sup>17</sup>

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<sup>16</sup> Katja F. Cantone, *Op. Cit*, p.57

<sup>17</sup> Suzanne, Romaine, *Language in Society (An Introduction to Sociolinguistics) 2<sup>nd</sup>* (New York : Oxford University, 2000). p. 59

Furthermore Gal says that code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations.<sup>18</sup>

That is catch understanding each other. When speaker uses language switched, it does not mean the message obscure but that is an effort to make the message understandable. Code switching also switches by one person across more than one participant in an exchange. It may be used by a group of people who discuss about a topic. Based on all definition above, it can be concluded that code switching is generally the use of at least two languages or varieties of language utterance in conversation during a speech in bilingual or multilingual society.

Nowdays not only students in the school or college learn English, but also public figure in television, especially presenters of talk show or broadcasting in television. Some of them uses English to tell the content of event or news that they says in the television. It's very useful for them because of English now days is widely used in job and other important positions.

### **1. Types of Code Switching**

Code switching is said to occur during a conversation, from sentence to sentence, or within a sentence, there are a lot of different opinions about which types of code switching exist and what they mean. The latter is called intra-sentential code switching, the former inter sentential code switching and the

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<sup>18</sup> Gal in Ronald Wardhaugh, *An Introduction to Sociolinguistics* (Oxford :Blackwell Publishing), p.1001

term tag-switching refers to a mix involving an utterance and an interjection (or tag).<sup>19</sup>

### 1. Tag code-switching

A tag code-switching is a code switching action when the speaker attaches or adds any tag or filler in a sentence. For example :

- Don't be like that, *loh*

### 2. Inter-sentential code-switching

An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. For example :

- *I wanna shopping* tapi duitnya kurang.

### 3. Intra-sentential code-switching

An intra-sentential switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language. For example :

- Hari ini gue mau bimbingan *on the way* jam 9 ajalah.

## 2. Functions of Code Switching

Functions of code switching is the reason or the purpose of using code switching. Linguist Holmes provided a more thoroughly explained list of purposes of code switching and categorized the functions as follow :

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<sup>19</sup> Katja F. Cantone, *Op. Cit.* 57

### 1. Participants

When there is the arrival of a new person in a social situation, members of the social group will code-switch either to take positive account of the company of a new member or to exclude the new member from the group's discussion.

### 2. Solidarity

Speakers sometimes code-switch to signal shared ethnicity or social group with a certain addressee.

### 3. Status

Speakers alternate the formal or informal standards of a language based on the status of their addressees. For example, an employee would use a formal standard when conversing with his superior, but changes to a friendlier informal standard with his co-workers.

As Holmes argued, that participants, solidarity and status mainly influence the use of code switching in an interaction. While having language interaction, we need to show our respect in order to make participants want to accept and replay what we speak. Showing our solidarity in our conversation is very important. In another side, when we show our solidarity to the participants, we need know the status of participants. The status can be defined as the identity of the participants where they come from and what language they use.

For examples from conversation :

Vincent : Yah bagaimana orang Indonesia bu.. bukan kritikan tapi

lebih ke realita, *reality*?

Sacha : Iya iya semua berdasarkan *reality*. Semua yang saya liat tidak semua tentang kritikan.

Sacha repeat what Vincent said by saying “*reality*”. It shows that she intends to show respect toward participants solidarity and status.

#### 4. Topic

Speakers sometimes code-switch in order to quote a certain saying in a culture which meaning cannot be entirely translated into another language. It is known as switching for referential purpose.

For examples from conversation :

Nita thalia : Ya jadi begitulah ceritanya. Maaf jadi curhat.

Tukul : Oh gapapa kita kan care. *Balik maning nang laptop*.

Tukul spoke Javanese “*Balik maning nang laptop*” after saying Indonesia. It shows that he used Javanese to switch the topic able to stress what is said in the text.

#### 5. Switching for affective functions

Code switching is used to express affective meaning apart from a referential function. Holmes states that sometimes addresses do not need to understand the words to receive affective because it can be achieved by local pronunciation.



For examples :

Desta : Ini dia kawin sama orang Indonesia.

Sacha : Karena saya tinggal disini. *It is a huge country, it it a huge potential, this place is like awesome, so awesome*, saying harus ada yang diberesin sedikit tapi *it is so so potential*.

Sacha said “*It is a huge country, it it a huge potential*” to show the participants that she has more insight about Indonesia. Therefore, she give demand for some people to learn more than one language.

#### 6. Metaphorical switching

This function of code switching draws on associations of both codes. Speakers who have high proficiency in more than one code will switch like metaphor to enrich communication. This is a type where each of the code represents or symbolizes a set of social meanings just as using a metaphor. It requires being skillful.

For examples :

1. *The mind is an ocean*, jadi lo pasti punya aide-ide yang bias lo tuangkan di dalam buku lo.
2. Jangan nunda-nunda sesuatu jika bias dilakukan sekarang kenapa harus nanti. Inget *time is money dear*.

#### 7. Lexical borrowing

When a language reflects a lack of vocabulary which can be replaced by another language, code-switching occurs. This often happens when speakers fail to find an appropriate word to be used in a second

language and need to borrow from the first language.<sup>20</sup>

For examples :

1. Youtuber
2. Selebgram
3. Followers
4. Fallback

Lexical borrowing is result from the lack of vocabulary and it is motivated by lexical need.

From Holmes, it can be concluded that there are seven function of code-switching in bilingual context. They are: Participants (there is the arrival or a new person in a social situation, member of the social group will code-switch), solidarity (to signal shared ethnicity or social), status (the use of language based on the status of their addresses, topic (switching for referential purpose), switching for affective functions (to express affective meaning apart from a referential function), metaphorical switching (draws on associations of both codes to enrich communication) and lexical borrowing (to find an appropriate word to be used in a second language).

## 2. The Concept of TV Program

The development of information technology in mass media today provides a very fair fairness in the development and progress of mass

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<sup>20</sup> Janet Holmes, *An Introduction to Sociolinguistics(4<sup>th</sup> Ed)* (New York: Routledge, 2013), pp. 33-34

communication. Of all exciting communication media, the television that has the most influence in human life. Around 99% of people now have a television in their home. They spend around seven hours watching television in a day.<sup>21</sup> Television is an electronic media that has audio visual character. It's considered television as the media that most easily affects for audiences.

Therefore, as a media of communication, television is very effective in terms of presenting program. Television has the most important role in providing information to the public. Television shows can also have an effect on providing a source of information or knowledge. From the definition of television above we can conclude that everything broadcast on television mass media is a show or program. Types of shows or television programs are diverse and numerous. These are the types of television shows as follows:<sup>22</sup>

1. News report
2. Talk show
3. Call in show
4. Documenter
5. Magazine
6. Rural Program
7. Advertising

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<sup>21</sup> Ardianto, *Komunikasi Massa*, (Bandung:PT. Remaja Rosdakarya : 2004), p. 125.

<sup>22</sup> Deddy Iskandar Muda in Nefi Lidya Meita, *Pengaruh Program Music Breakout Terhadap Kebutuhan Informasi Musik Pop*, (Banten : Sultan Agung Tirtayasa University: 2017)

8. Education/Instructional
9. Art & Culture
10. Music
11. Opera / Drama
12. Movie
13. Game show
14. Comedy

The several types of show programs above, not all of them have to be broadcast in the television. This is a policy adjustment from a television industry.<sup>23</sup> Based on the types of television above, the Breakout program music of NET TV which is one of the writers' research focus is currently classified as a type of Music category show.

### **1. Concept of Music Program**

The most popular radio / television program that has many enthusiasts is a music program. In simple terms the program is defined as the arrangement of the programs presented in the form of broadcasts, performances, etc.<sup>24</sup> Music is simply interpreted as a tone or sound arranged in such a way that it contains rhythm, song, and harmony. The popularity of music programs has long been felt for a long time because for radio stations or television music programs are used as a mainstay program to be served to the public because the majority of

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<sup>23</sup> *Ibid*

<sup>24</sup> Marisson, *Media Penyiaran Strategi Mengelola Radio & Televisi (Tangerang : Ramadhina Prakarsa, 2005)*, p. 219.

people are very interested of music programs. Music programs explain that show of music programs must consider several things, namely :<sup>25</sup>

1. Selection of artists who have a great appeal. For example artists who has a lot of male fans or artists who has much loved by women, (ABG teenagers), among parents.
2. Takes the visually interesting images. Television must be displays as many supporting images as possible and does not allow too long a picture (sequence). Taking pictures of artists who are singing is not the same as interviewing the artist. In shooting music, the image must change dynamically.

From the definition of music programs above the writer concluded that the program of music not only show who are the artists that will showing in television, but also should be prepare the concept and how to takes a great image for the showing.

## **2. The Concept of Breakout**

Music programs on television currently have the results of the highest rating for the public audience. One of television station that is in great demand by the public is NET Mediatama Indonesia. Which brings an advanced and more modern media revolution. On May 18, 2013, NET launched the BREAKOUT music program. This music program is broadcast from Monday to Friday at 14.00-15.45 WIB with a duration of 45 minutes. The host was

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<sup>25</sup> *Ibid*

filled by Boy William and Sheryl Sheinafia. This music program presents 60% of Indonesian music and 40% of foreign music which is presented with quality music video clips from Indonesia and abroad by playing hits or up to date songs.<sup>26</sup>

Indonesian music is more widely displayed, because the purpose of the Breakout music program is not only as entertainment, but also to preserve Indonesian music. Breakout is a music program that displays video clips from Indonesian musicians as well as international musicians. As well as frequent guest stars from Indonesian musicians and presenters from this Breakout program (Boy William & Sheryl Sheinafia) often perform to cover songs. Now, this program is broadcast on Monday-Friday at 14.00-15.00 a duration of 60 minutes.



This music program presents 60% of Indonesian music and 40% of foreign music presented with video clips quality music from Indonesia and abroad by playing hits. Breakout songs have some interesting episodes, one of which is packed in a Breakout Special featuring hits from one of the most popular Indonesian singers and foreign singers, usually on special episodes like this

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<sup>26</sup> <http://www.netmedia.co.id/program/121/Breakout>

Breakout invites loyal fans from the singer to take part in shooting and cover songs together.

### 3. Profile of Boy William

Boy William is one of the young actors in the entertainment world in Indonesia. He started his career by auditioning Starteen 2009 and become a winner. Starting from there Boy William will try to be a music presenter. Starting from the presenter at TPI, Global TV and then on MNC music, and finally in 2010 it was withdrawn as an MTV VJ. Before becoming a VJ, he had become a model, but only briefly because his passion was not a model, he preferred to interview people talk and about music. Besides being famous as a VJ. He also become a presenter on several music shown on several private TV stations.

One of the music shows that was delivered now is a Breakout. A music program aimed at young people that contains music both from domestic and abroad while the hits is broadcast on NET TV. Boy William is often bullied by the public because he always speaks in English. This was naturally done by him because he grew up abroad so he was accustomed to speaking in English.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

Research design refers to the outline, plan, or strategy specifying the procedure to be used in collecting data in a research. There are two kinds of research: Qualitative and Quantitative research. One of the differences between both of them is in Qualitative research, the data is analyzed using sentence, and in Quantitative research, the data is analyzed using number. In conducting the research, the writer uses qualitative approach.

Considering data and the aims of research the writer uses qualitative research to conduct this study. Qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter.<sup>1</sup> Moreover Ladico explains qualitative researchers focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study.<sup>2</sup> Instead, qualitative researchers typically develop their own methods for recording data and collect several different types of data. Qualitative data are often gathered in the form of words, pictures, or both.

This research is descriptive qualitative research because the data are the form of written and spoken (words). Method used in carrying out was

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<sup>1</sup>Norman K. Denzin and Yvona S. Lincoln, *Handbook of Qualitative Research*, (California: Sage Publications: 1994), p. 2

<sup>2</sup>Marguerite Lodico, Dean Spaulding, and Katherine Voegtler, *Methods in Educational Research from Theory to Practice* (San Francisco: Jossey-Bass, 2006), p.264



descriptive method. Descriptive method is not intentionally done to examine a hypothesis, but only to describe an authentic condition.<sup>3</sup>

## B. Research subject

According Djarwanto, The population or universe is the total number of units or individuals whose characteristics are to be studied. And these units are called units of analysis, and can be people, institutions, things, etc.<sup>4</sup> Moreover, according Lodico say that a population is the wider group of individuals about which the researcher wants to make statements.<sup>5</sup> In this research, the population as the subject and as the source of the data are the presenter of Breakout program, Boy William and his utterances. Djarwanto explains that the samples or examples are part of the population whose characteristics are to be examined.<sup>6</sup>

Moreover, Lodico say that a sample is a smaller group selected from a larger population that is representative of the larger population. Samples allow researchers to work with a smaller, more manageable subgroup of the realistic population.<sup>7</sup> In this research, the sample of the population as the subject and as the source of the data the presenter of Breakout program is utterances of Boy William TV.

## C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get data. In qualitative research,

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<sup>3</sup>Moleong, *Metodologi Penelitian Kualitatif* (Bandung : PT RemajaRosdakarya, 2002), p.3

<sup>4</sup>Djarwanto, in Kuntjojo, *Metodologi Penelitian*, p.29

<sup>5</sup>Marguerite Lodico, *Op.Cit.*, p.140

<sup>6</sup>Djarwanto, in Kuntjojo, *Loc.Cit.*,

<sup>7</sup>Marguerite Lodico, *Op.Cit.*, p.143

there are four kinds to collect the data, such as observation, interview, documentation, and triangulation/composite.<sup>8</sup> Moreover Ladico say that data collection in qualitative research generally includes observations, interviews, and document analyses.<sup>9</sup> For getting the data, the researcher will use documentation. In case of documentation Bogdan states “In most tradition of qualitative research, the phrase personal document is used broadly to refer to any first person narrative produced by an individual which describes his or her own actions, experience and belief”.<sup>10</sup> In collecting the data, this research uses documentation method. Before describing about documentation method, it is important to understand about what is term “document” means in qualitative research.

According to Sugiyono, document is a recording of event which already happened in the past.<sup>11</sup> He divided kind of document into three types based on its form, such as : a) written document (including diary, life history, biography, etc), b) picture document (including picture, sketch, moving picture (video), and so on), and c) art works document (including picture, statue, movie and so on).<sup>12</sup>

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<sup>8</sup>Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2015), p.145

<sup>9</sup>Marguerite Lodico, *Op.Cit.*, p.266

<sup>10</sup>Sugiyono, *Op.Cit* p.151

<sup>11</sup>*Ibid*, p.155

<sup>12</sup>*Ibid*, p. 356

And for get the data the writer use formulation

$$\text{Formulation: } \frac{Y}{X} \times 100\%$$

**Y:** The amount data's number for each kind

**X:** The overall of data

The example as follow:

$$\text{Topic : } \frac{5}{25} \times 100\% = 20\%$$

Table 1  
Instrument of Documentation

No	Types of Code Switching	Utterances
1.	Tag Switching	1. 2. 3. 4...
2.	Inter sentential Switching	1. 2. 3. 4...
3.	Intra sentential Switching	1. 2. 3. 4...

From the explanation above, it can be concluded that taking utterances includes in documentation method, because the data source which are videos of Boy William include in a kind of document. Those

videos are used to take the utterances of Boy William which are contained code-switching in it.

#### **D. Research Procedure**

This reaserch uses some procedures or steps to take the data :

1. Formulating the research problems and determining the focus of the research. The focus is an analysis code switching used by boy william in breakout program on net tv.

2. Determining the way to gain the data.

It is taken based on document analysis.

3. Determining the research subject

The subject in this research is Boy William as the presenter of Breakout TV program.

4. Taking the document

The writer takes the document with looked for the video of Boy William in breakout on program NET TV and tries to transcribe the utterances and also selects, and classified the data based on utterances by Boy William on Breakout TV program.

5. The writer Identifying and classifying the data

The writer arranges the data systematically in accordance with the research questions.

6. Making conclusion

Finally the writer makes conclusion based on the data that the writer's finding.

## E. Validity of Data

Although a qualitative research is a subjective research, the researcher should serve the data as real as possible. Here, the validity of data should be kept to get an accurate conclusion. Validity depends not only on the data collection and analysis but also on the way conclusion is stated and communicated. In addition, to maintain the validity and to obtain valid and accurate data, the researcher uses triangulation.

According to Setiyadi, Triangulation is combination of two methods or more in collecting the data about the attitude of the subject of the research. Because the attitude of human being is quite complex, the use of a single method in collecting the qualitative data is often considered not enough.<sup>13</sup> Validity is the degree of accuracy of the data happens to the object of research with the power that can be reported by an investigation.<sup>14</sup> There are six kinds of triangulation, there are:

1. Triangulation of time, triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in the same time with the different group but in the longitudinal, data collection carried out by the same group with different time.
2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different places for similar data.

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<sup>13</sup> Ag, Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif* (Yogyakarta :Graha Ilmu, 2006), p. 246

<sup>14</sup> Sugiyono, *Op. Cit*, p. 363

3. Triangulation of theory. In triangulation of theory, data collection is collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method, the researcher used the different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative, so the researcher collected the both of data from those approaches.<sup>15</sup>

From those types of triangulation, the writer will use triangulation of time to get the validity of data. Triangulation of time obtained from three videos by Boy William.

## F. Data Analysis

According to Setiyadi, Data analysis is the process of organizing the data in order to get the pattern of other explanations from, whereas data interpretation is the process of giving meaning to the result of data analysis.<sup>16</sup> Data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected data. In this research, writer used qualitative data analysis. Data analysis on the field

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<sup>15</sup> Ag Bambang Setiyadi, *Op. Cit*, pp. 346-437

<sup>16</sup> Bambang Setiyadi, *Loc. cit*, p. 94

was done when collecting data and after collecting the data. The activities on the qualitative data were done interactively and continue to analyse their value. In this research, the researcher will analyze the data with such 3 steps as data condensation, data display, and drawing/verification.

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials.<sup>17</sup> In this case, the data was transcribed into written transcript. Then, the transcript was identified to determine the utterances which considered as the code switching phenomenon and the utterances which were contained code switching.

### **2. Data Display**

Data display is second component or level in Miles and Huberman model of qualitative data analysis. A display can be a visual format that presents information systematically so the user can draw conclusion and take needed actions. At the display stage, additional, higher order categories or themes may emerge from the data that got beyond those first discovered during the initial process of data

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<sup>17</sup> Matthew Miles and Michael Hyberman, *Qualitative Data Analysis* (Thousand Oaks: Sage Publication 1994), p.116

reduction.<sup>18</sup> In this research, the data which had been reduced then were described as the research data which contained code switching.

### **3. Conclusion Drawing/Verification**

The last step of analyzing the data is conclusion drawing or verification. Verification refers to the process which is able to explain the answer of research questions and research objectives.<sup>19</sup> In this research, the researcher will draw the conclusion and verify the data from documentation.



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<sup>18</sup>*Ibid.*, p.108

<sup>19</sup>*Ibid.*



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion, related to the problems stated in the first chapter of the research. There were three questions which had to be answered through this research. First, what are types of code-switching are used by Boy William in his utterances? Second, what is the dominant type made by Boy William in Breakout Program? And the third what are the functions of code switching?

#### A. FINDINGS

The kinds of code switching are stated in below, which each term is uttered by Boy William in 3 videos special episode in breakout Net music. Those are top 5 playlist 2000-an, top 5 playlist 90-n nd top 5 august playlist special episode that has been transcribed by the writer.

##### 1. The Types of code-switching used by Boy William

The writer conducted some literature reviews related to the research topic, code-switching. The reviews used to help the writer to answer the research problems. The writer identified that Boy William as the host Breakout Program frequently spoke in two languages, English and Indonesian. Boy William combined or mixed those two languages in his utterances. He shifted his language from English to Indonesian or vice versa in his utterances. Experts called that action as code-switching. Meisel (2007) states that code-switching is " the ability to select the language according to the interlocutor, the situational

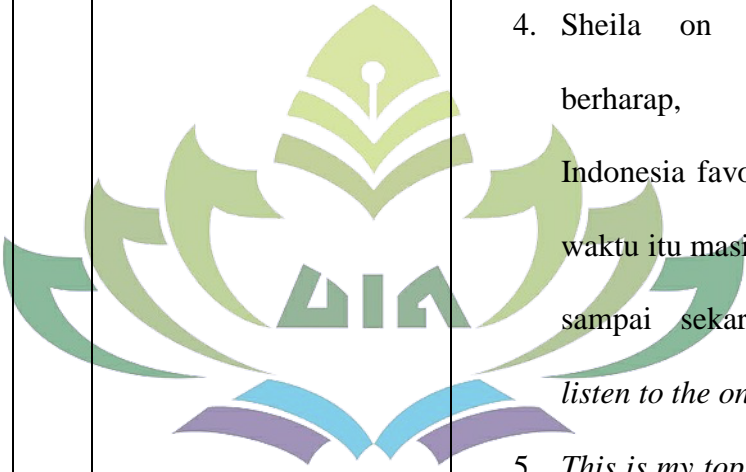
context, the topic of conversation, and so forth, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints”.<sup>1</sup>

The first problem discussed in this research was the types of code-switching in Boy Williams’ utterances. Based on the problem discussed, there are three types of code-switching explained by Katja. They are tag-switching, inter-sentential switching, and intra-sentential switching. The examples of types of code-switching cases were listed in the Table 2

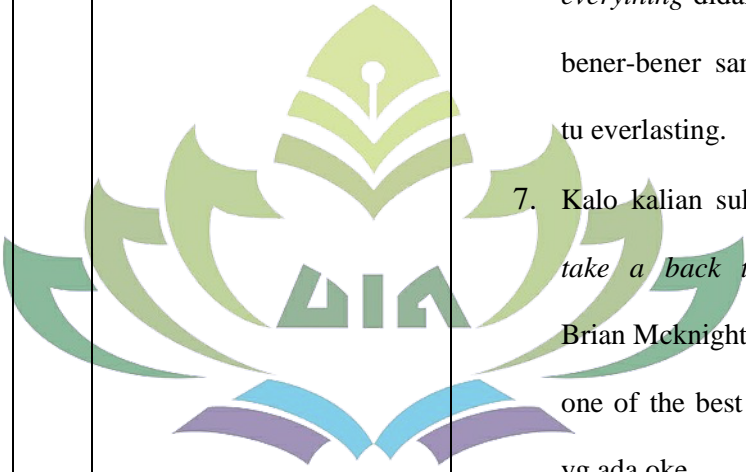
**Table 2. The Types of Code Switching Documentation Instrument**

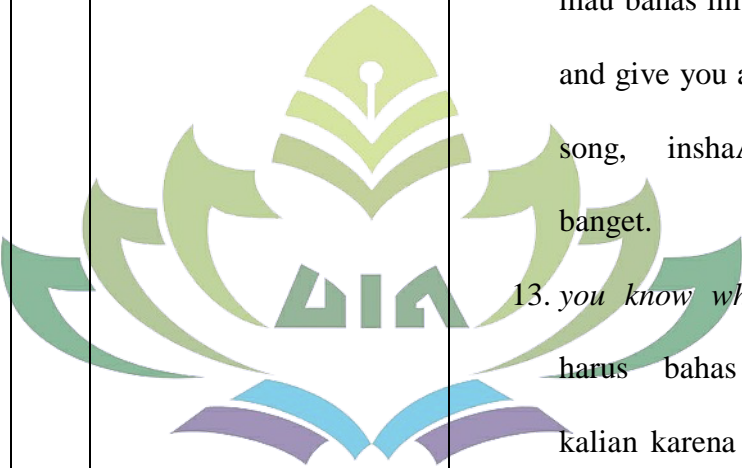
No.	Types of Code Switching	Number of Utterances
1.	Tag Switching	1. Nah sekarang gua mau <i>nghshare</i> buat kalian semua yaa.
2.	Inter-sentential Switching	1. Berikutnya <i>I give you Britney Spears with “toxic”</i> ini lagu genius. 2. <i>I think is genuis write in song</i> , dengan kunci cuman sebenarnya dia Cuma pake

<sup>1</sup> Miesel in Katja F. Cantone, *Code Switching in Bilingual Children (Germany : Springer, 2007)*, p.57

		<p>3 kunci tapi yg bikin genius itu adalah the bass that is genius to the max oke.</p> <p>3. <i>Berikutnya</i> Black Eyed Peas “I gotta feeling”, this is song legend, legend legend.</p> <p>4. Sheila on 7 berhenti berharap, ini lagu Indonesia favorit gua dulu waktu itu masih keluar and sampai sekarang <i>I still listen to the one and once.</i></p> <p>5. <i>This is my top five favorite</i> lagu galau tahun 90-an.</p> <p>6. Yang salah satunya <i>I can never get bored of Dewa 19“kangen”.</i></p> <p>7. This song is wah gataulah. <i>I don’ tknow how to explain it, enak banget, ditulisnya dengan,</i></p>
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		<p>kayaknya dengan niat banget.</p> <p>8. sebenarnya I hate this song now.</p>
3.	Intra-sentential Switching	<p>1. <i>Oke top five playlist throwback 2000-an.</i></p> <p>2. itu lagu maroon five jaman-jaman itu sebelum elektronik-elektronik dia tu masuk, <i>it's uses music to the ears man.</i></p> <p>3. Justin bieber ini lagu pertamanya dia yang membuat nama dia terkenal <i>it's one time</i>, kalo kalian pada bilang <i>it is one less lonely girl</i> atau <i>baby no it is one time so aply this song check this out.</i></p> <p>4. <i>and</i> sekarang gw mau telpon salah satu dari kalian tapi setelah yg satu ini gw cari2 dulu ya.</p>

		<p>5. Buat kalian yang nanya “aduh boy playlistnya jangan mileneal terus, mau dong yang tahun 90-an, <i>well let met are you this is my favorite oke.</i></p> <p>6. <i>Every melody, every word, every instrument, every everything</i> didalam lagu itu benar-bener sampe sekarang tu everlasting.</p> <p>7. Kalo kalian suka R&amp;B <i>let's take a back through road</i> Brian Mcknight itu salah satu one of the best R&amp;B singers yg ada oke.</p> <p>8. Padi kasih tak sampai <i>it's really good.</i></p> <p>9. <i>And last on my list</i> lagu yang sering banget diputer dimana-mana, everywhere you go, everywhere you chill at the café, it's Oasis standby me.</p> <p>10. After this kita mau ngebahas</p>
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		<p>lagi <i>throwback to this</i>.</p> <p>Jangan kemana-mana sementara gw puterin yg ini ni <i>really good</i>.</p> <p>11. <i>Okay, nows my turn</i> buat kasih kalian <i>my top five august playlist</i> versi boy.</p> <p>12. <i>You know what</i> nanti gw mau bahas ini sama Sheila and give you all about this song, inshaAllah enak banget.</p> <p>13. <i>you know what</i> gw juga harus bahas ini sama kalian karena this is good waktu pertama kali mereka mainin di atlantic city nanti aja barengan sama Sheila okay.</p> <p>14. Berikutnya yg gw suka di <i>august playlist</i>.</p> <p>15. <i>tapi it's very august</i>, kalo lo nanya gw suka atau ga, no is over flat, tapi apakah gw</p>
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		<p>dengerin tiap hari on my plasylist, yes.</p> <p>16. Berikutnya ada maroon 5 “Girls like you” ini lagu sebenarnya udah dari kemaren-kemaren, <i>but this song is nice</i> sebelum Cardi B masuk ke lagu ini lagu ini biasa aja as soon Cardi B jump to this song she took up another level.</p>
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From the examples above we could see that the types of code switching are tag switching is there is no number of utterances, inter-sentential there are seven number of utterances, and intra-sentential switching there are eighteen number of utterances.

### 1. The Functions of Code Switching

This part was presented by the writer to answer the third research problem. In order to identify the functions of code switching. The writer used the theories from Holmes, it can be concluded that there are seven functions of code-switching in bilingual context. They are: Participants (there is the arrival or a new person in a social situation, member of the social group will code-switch), solidarity (to signal shared ethnicity or social), status (the use of language based on the status of their addresses,

topic (switching for referential purpose), switching for affective functions (to express affective meaning apart from a referential function), metaphorical switching (draws on associations of both codes to enrich communication) and lexical borrowing (to find an appropriate word to be used in a second language). Since this research was a qualitative research and using discourse analysis, it was essential for the researcher to interpret the data collections based on the related theories. There are examples of functions of Code Switching were listed in Table.3

**Table 3. Functions of Code Swotching**

No	Number of Utterances	Functions						
		P	SO	S	T	SA	MS	LB
1.	Berikutnya <i>I give you Britney Spears with "toxic"</i> ini lagu genius.					✓		
2.	<i>I think is genius write in song</i> , dengan kunci cuman sebenarnya dia Cuma pake 3 kunci tapi yg bikin genius itu adalah the bass that is genius to the max oke.					✓		
3.	Sheila on 7 berhenti					✓		



	berharap, ini lagu Indonesia favorit gua dulu waktu itu masih keluar and sampai sekarang <i>I still listen to the one and once.</i>						
4.	Yang salah satunya <i>I can never get bored of Dewa 19“kangen”</i> .					✓	
5.	This song is wah gataulah. <i>I don' tknow how to explain it, enak banget, ditulisnya dengan, kayaknya dengan niat banget.</i>					✓	
6.	<i>You know what</i> nanti gw mau bahas ini sama Sheila and give you all about this song, inshaAllah enak banget.					✓	
7.	<i>you know what</i> gw juga harus bahas ini sama kalian karena this is good waktu pertama kali mereka					✓	

	mainin di atlantic city nanti aja barengan sama Sheila okay.							
8.	sebenarnya I hate this song now.					✓		
9.	itu lagu maroon five jaman-jaman itu sebelum elektronik-elektronik dia tu masuk, <i>it's uses music to the ears man.</i>					✓		
10.	Berikutnya Black Eyed Peas "I gotta feeling", <i>this is song legend, legend legend.</i>					✓		
11.	Justin bieber ini lagu pertamanya dia yang membuat nama dia terkenal it's one time, kalo kalian pada bilang it is one less lonely girl atau baby no it is one time <i>so aply this song check this out.</i>					✓		
12.	<i>and</i> sekarang gw mau telpon salah satu dari kalian tapi setelah yg satu ini gw cari2 dulu ya.					✓		

13.	nah sekarang gua mau <i>ngeshare</i> buat kalian semua yaa.				✓		
14.	<i>this is my top five favorite</i> lagu galau tahun 90-an.				✓		
15.	Buat kalian yang nanya “aduh boy playlistnya jangan mileneal terus, mau dong yang tahun 90-an, <i>well let met</i> <i>are you this is my favorite</i> <i>oke.</i>				✓		
16.	<i>Every melody, every word,</i> <i>every instrument, every</i> <i>everything</i> didalam lagu itu benar-bener sampe sekarang tu <i>everlasting.</i>						✓
17.	Kalo kalian suka R&B <i>let's</i> <i>take a back through road</i> Brian Mcknight itu salah satu one of the best R&B singers yg ada oke.				✓		
18.	Padi kasih tak sampai <i>it's</i> <i>really good.</i>				✓		
19.	<i>And last on my list</i> lagu yang sering banget diputer dimana-				✓		

	mana, everywhere you go, everywhere you chill at the café, it's Oasis standby me.							
20.	After this kita mau ngebahas lagi <i>throwback to this</i> . Jangan kemana-mana sementara gw puterin yg ini ni <i>really good</i> .					✓		
21.	<i>Okay, nows my turn</i> buat kasih kalian <i>my top five august playlist</i> versi boy.					✓		
22.	Berikutnya yg gw suka di <i>august playlist</i> .					✓		
23.	<i>tapi it's very august</i> , kalo lo nanya gw suka atau ga, no is over flat, tapi apakah gw dengerin tiap hari on my plasylist, yes.					✓		
24.	Berikutnya ada maroon 5 "Girls like you" ini lagu sebenarnya udah dari kemaren-kemaren, <i>but this song is nice</i> sebelum Cardi B masuk ke lagu ini lagu ini biasa aja <i>as soon Cardi B jump to this song she took up</i>					✓		

	<i>another level.</i>							
25.	Oke top five playlist throwback 2000-an					✓		

**Note :**

**P : Participants      T : Topic      LB : Lexical borrowing**

**SO : Solidarity      SA : Switching for affective**

**S : Status      MS : Metaphorical switching**

From the example above we could see that the functions of code switching are topic, metaphorical switching and lexical borrowing that often to used. There are five utterances for topic, there are fifteen for metaphorical switching, and there are five utterances for lexical borrowing.

## **B. DISCUSSION**

This section discusses the finding of data analysis. Code switching is such kind of bilingualism in multicultural community. Code switching is a subject of study that involving two languages, in which a language switched from one language to others. Breakout music playlist is one of the television music programs that apply code switching. In this research, the writer tries to describe about code switching by analyze the kinds of Code switching used by Boy William in Breakout net music playlist and analyze the function code switching that was found in his utterances. After finding in this chapter finished, it is found that there are three types of code switching: tag switching, inter-sentential

switching and intra-sentential switching. The last, the writer finds three function of code switching: Topic, Metaphorical switching and Lexical borrowing.

## 1. Types of Code Switching

### a. Tag Switching

Tag Switching happens when a bilingual insert short expression (tag) from different language at the end of his/her utterances.

- a. (utterances from top 5 playlist 90-an) nah sekarang gua mau *ngeshare* buat kalian semua yaa. (see Appendix 2 transcript of Boy William Doc.2)

Data a include tag switching as code switching markers. The word *ngeshare* (data a) is the short expression from different language.

Based on the discussion from the data a it can be said that code switching can be signaled by Tag switching into Indonesian construction. From the data when the writer analyze there is one number of the tag switching in the data, Boy William seldom use the tag switching.

And for the Function of switching it is include to the Switching for affective function because he use “ngeshare” in the sentence for give demand for some people to learn more than one language.

### b. Inter-sentential Switching

An inter-sentential switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

- a. (utterances from top 5 playlist 2000-an) Berikutnya *I give you*

*Britney Spears with 'toxic'* ini lagu genius. (see Appendix 1 transcript of Boy William Doc.1)

The sentence *I give you Britney spears* (data a) is the English complete sentence that uttered between two sentences in a base language.

In this data A we can see switching for affective as the function of code switching because he use "*I give you Britney spears*" in the sentence for give demand for some people to learn more than one language.

- b. (utterances from top 5 playlist 2000-an) *I think is genius write in song*, dengan kunci cuman sebenarnya dia Cuma pake 3 kunci tapi yg bikin genius itu adalah the bass that is genius to the max oke. (see Appendix 1 transcript of Boy William Doc.1)

Meanwhile in the sentence *I think is genius write in song* (data b) is the English complete sentence that uttered between two sentences in a base language.

In data B it is Switching for affective function in "*think is genius write in song*" because he give demand for some people to learn more than one language.

- c. (utterances from top 5 playlist 2000-an) Sheila on 7 berhenti berharap, ini lagu Indonesia favorit gua dulu waktu itu masih keluar and sampai sekarang *I still listen to the one and once*. (see

Appendix 1 transcript of Boy William Doc.1)

Then, the sentence *I still listen to the one and once* (data c) is the English complete sentence that uttered between two sentences in a base language.

And for data C "*I still listen to the one and once*" it also Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

Data a, b, c (in document 1) include inter-sentential switching as code switching markers. Because the data a b c there is complete sentence in a foreign language. Based on the discussion from the data (a-c) it can be said that code switching can be signaled by Inter-sentential switching into Indonesian construction.

The function in the data A B C is Switching For Affective function.

The following examples have same pattern as :

- d. (utterances from top 5 playlist 2000-an) *Berikutnya* Black Eyed Peas "I gotta feeling", this is song legend, legend legend. (see Appendix 1 transcript of Boy William Doc.1)

In data D there is inter sentential switching the sentence "*this is song legend, legend legend.*" is the English complete sentence that uttered between two sentences in a base language.



Data D “*this is song legend, legend legend*” it also Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- e. (utterances from top 5 playlist 90-an) *this is my top five favorite lagu galau tahun 90-an*. (see Appendix 2 transcript of Boy William Doc.2)

The utterances “*this is my top five favorite*” is the kinds of inter sentential switching because that is complete sentence that happen between two sentences Indonesian-English.

In data E it is Switching for affective function in “*this is my top five favorite*” because he give demand for some people to learn more than one language.

- f. (utterances from top 5 playlist 90-an) Yang salah satunya *I can never get bored of Dewa 19 “kangen”*. (see Appendix 2 transcript of Boy William Doc.2)

“*I can never get bored of Dewa 19 “kangen”*”, it is intra sentential switching, before he switch the foreign language he use Indonesian sentence in first utterance.

data F “*I can never get bored of Dewa 19 “kangen”*” it also Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- g. (utterances from top 5 playlist 90-an) this song is wah gataulah. *I don't know how to explain it*, enak banget , ditulisnya dengan, kayaknya dengan niat banget. (see Appendix 2 transcript of Boy William Doc.2)

Data G is inter-sentential switching because there is complete sentence in a foreign language "*I don't know how to explain it*" that found between two sentences.

Data G "*I don't know how to explain it*" it also Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- h. (utterances from top 5 august playlist) sebenarnya *I hate this song now*. (see Appendix 3 transcript of Boy William Doc.3)

"*I hate this song now*" it is inter sentential switching because before this sentence he use Indonesian sentence "sebenarnya".

Data H "*I hate this song now*" it also Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

Data D-H is Switching For affective function as the function of code switching.

The examples above showed the inter-sentential switching cases in utterances of Boy William. In all of examples of inter-sentential switching there is complete sentences in a foreign language uttered between two sentences in base language.

### c. Intra-sentential Switching

An intra-sentential switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.

- a. (utterance from top 5 playlist 2000-an) oke top five playlist throwback 2000-an. (see Appendix 1 transcript of Boy William Doc.1)

Data A, (in document 1) include intra-sentential switching as code switching markers. The phrase *Okay top five playlist throwback* (data a) as foreign language is found within the sentence in a base language. For the first he use English and next he use Indonesian.

Data A “*Okay top five playlist throwback*” it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- b. (utterances from top 5 playlist 2000-an) itu lagu maroon five jaman-jaman itu sebelum elektronik-elektronik dia tu masuk, *it's uses music to the ears man*. (see Appendix 1 transcript of Boy William Doc.1)

Then Data B, the phrase *it's uses music to the ears man* (data b) as foreign language is found within the sentence in base language.

The first he use Indonesian and then he switch to the English.

In data B it is Switching for affective function in “*it's uses music to the ears man*” because he give demand for some people to learn more than one language.

Based on the discussion from the data (a-b) it can be said that code switching can be signaled by Intra-sentential switching into Indonesian construction. There is phrase in the sentence it is one of kinds of intra-sentential switching. So that show the intra-sentential switching in data a and b are

“*Okay top five playlist throwback* (data a) and  
*it's uses music to the ears man.*(data b)

And data A and B is Switching for affective functions as the function of code switching.

The following examples have same pattern as :

- c. (utterances from top 5 playlist 2000-an Justin bieber ini lagu pertamanya dia yang membuat nama dia terkenal *it's one time*, kalo kalian pada bilang *it is one less lonely girl* atau baby no *it is one time so apply this song check this out.* (see Appendix 1 transcript of Boy William Doc.1)

In data C there is clause “*so apply this song check this out*”, it is

kinds of intra sentential switching because intra sentential switching happen when there is a phrase clause or word in foreign language found within the sentence. Before, there is Indonesian sentence and he switch with clause in foreign language.

Data C “*apply this song check this out*” it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige

- d. (utterances from top 5 playlist 2000-an) *and* sekarang gw mau telpon salah satu dari kalian tapi setelah yg satu ini gw cari2 dulu ya. (see Appendix 1 transcript of Boy William Doc.1)

In data D there is word “*and*”, it is kinds of intra-sentential switching because word “*and*” uttered before he switch Indonesian “sekarang gw mau telpon salah satu dari kalian tapi setelah yg satu ini gw cari2 dulu ya.”

Data D “*and*” it is Topic as the function of code switching because Boy William change the topic by using certain language.

Boy William used the English to switch the topic which able to stress what is he said in text.

- e. (utterances from top 5 playlist 90-an) Buat kalian yang nanya “aduh boy playlistnya jangan mileneal terus, mau dong yang tahun 90-an, *well let met are you this is my favorite ok*. (see Appendix 2

transcript of Boy William Doc.2)

In data E there is clause “*let met are you this is my favorite ok*” it is intra-sentential switching because clause in foreign language found in Indonesian sentence.

Data E “*met are you this is my favorite ok*” it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- f. (utterances from top 5 playlist 90-an) *Every melody, every word, every instrument, every everything* didalam lagu itu benar-bener sampe sekarang tu everlasting. (see Appendix 2 transcript of Boy William Doc.2)

(Data F) *Every melody, every word, every instrument, every everything* is intra sentential switching, its found in Indonesia sentence.

In data F it is Switching for affective function in “*Every melody, every word, every instrument, every everything*” because he give demand for some people to learn more than one language.

And for “*everlasting*” is Lexical borrowing because is result from the lack of vocabulary and it is motivated by lexical need.

- g. (utterances from top 5 playlist 90-an) Kalo kalian suka R&B *let's take a back through road* Brian Mcknight itu salah satu one of the best R&B singers yg ada oke. (see Appendix 2 transcript of Boy William Doc.2)

(Data G) *let's take a back through road* is the intra sentential switching because it happen when he saying "Kalo kalian suka R&B" and then he switch the phrase "*let's take a back through road*" as foreign language.

Data G "*let's take a back through road*" it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige

- h. (utterances from top 5 playlist 90-an) Padi kasih tak sampai *it's really good*. (see Appendix 2 transcript of Boy William Doc.2)

(Data D) The phrase "*it's really good*" is a intra sentential switching because it found before he saying Indonesian sentence.

In data H it is Switching for affective function in "*it's really good*" because he give demand for some people to learn more than one language.

- i. (utterances from top 5 playlist 90-an) *And last on my list lagu yang sering banget diputer dimana-mana, everywhere you go,*

everywhere you chill at the café, it's Oasis standby me. (see Appendix 2 transcript of Boy William Doc.2)

(Data I) He saying *And last on my list* it is intra sentential switching because it is phrase that found as foreign language before Indonesian sentence.

Data I "*And last on my list*" it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

j. (utterances from top 5 playlist 90-an) After this kita mau ngebahas lagi *throwback to this*. Jangan kemana-mana sementara gw puterin yg ini ni *really good*. (see Appendix 2 transcript of Boy William Doc.2)

(Data J) The sentence "After this kita mau ngebahas lagi *throwback to this*" is intra sentential switching because he said "*After this*" found within Indonesian sentence " kita mau ngebahas lagi" and the last he switch again "*throwback to this*".

Data J "*After this and throwback to this*" it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.



- k. (utterances from top 5 august playlist) *Okay, nows my turn* buat kasih kalian *my top five august playlist* versi boy. (see Appendix 3 transcript of Boy William Doc.3)

In this data “*Okay, now my turn*” is found within Indonesian sentence “buat kasih kalian” and the he switch again with “*my top five august playlist*” and the last he said “versi boy”.

So data K is intra sentential switching because “*Okay, now my turn*” and “*my top five august playlist*” is clause that found within the sentence in a base language “buat kasih kalian” and “versi boy”

Data K “*After my top five august playlist*” it is Switching for affective as the function of code switching because Boy William switch the language to represent their identity which can increase his prestige.

- l. (utterances from top 5 august playlist) *You know what* nanti gw mau bahas ini sama Sheila and give you all about this song, inshaAllah enak banget. (see Appendix 3 transcript of Boy William Doc.3)

(Data L) *You know what* is the intra sentential switching because it happen when the phrase found within sentence in a base language.

In data L it is Switching for affective function in “*You know what*”

because he give demand for some people to learn more than one language.

- m. (utterances from top 5 august playlist) *you know what* gw juga harus bahas ini sama kalian karena this is good waktu pertama kali mereka mainin di atlantic city nanti aja barengan sama Sheila okay. (see Appendix 3 transcript of Boy William Doc.3)

data M *You know what* is the intra sentential switching because it happen when the phrase found within sentence in a base language.

In data M it is Switching for affective function in “*You know what*” because he give demand for some people to learn more than one language.

- n. (utterances from top 5 august playlist) Berikutnya yg gw suka di *august playlist*. (see Appendix 3 transcript of Boy William Doc.3)

Data N show the intra sentential switching because “*august playlist*” phrase that found within the sentence “Berikutnya yg gw suka di”

In data N it is Switching for affective function in “*august playlist*” because he give demand for some people to learn more than one language.

- o. (utterances from top 5 august playlist) tapi *it's very august*, kalo lo

nanya gw suka atau ga, no is over flat, tapi apakah gw dengerin tiap hari on my plasylist, yes. (see Appendix 3 transcript of Boy William Doc.3)

In data O he switch his language from Indonesian to English and it continuous until the end sentence. "*it's very august*" "*no is over flat*" "*on my playlist, yes*" is kind of intra sentential switching.

In data O it is Switching for affective function in "*it's very august, no is over flat, on my playlist, yes*" because he give demand for some people to learn more than one language.

- p. (utterances from top 5 august playlist) Berikutnya ada maroon 5 "Girls like you" ini lagu sebenarnya udah dari kemaren-kemaren, *but this song is nice* sebelum Cardi B masuk ke lagu ini lagu ini biasa aja *as soon Cardi B jump to this song she took up another level*. (see Appendix 3 transcript of Boy William Doc.3)

Data P is intra sentential switching because there is phrase "*but this song is nice*" that found within sentence " ini lagu sebenarnya udah dari kemaren-kemaren".

The sentence "*as soon Cardi B jump to this song she took up another level*" is include to Metaphor switching because a set of social meanings just as using a metaphor.

From the examples of intra-sentential switching cases above, in all the examples inserted word, phrase and clause of a foreign language.

From the data analyze above the writer conclude that the dominant types that use by Boy William is intra-sentential switching with 64%, for inter-sentential switching with 32% and for tag switching with 4%.

From the example above we can conclude that the functions of code switching are topic with 4%, switching for affective function 88%, metaphorical switching with 4% and lexical borrowing with 4%.

Many language learning theories are proposed on the basis of certain linguistics theories. As s matter of fact, knowledge in linguistics lies at the root of understanding what language learners can learn how they actually learn and what they learn ultimately. Nowadays, many child or students delight in listening music from international musicians. They interest with foreign language in the music of international musicians because they can developed their skill in language learning.

Sometimes when we watching music program, we can see the presenter use another language to shows the program. It also that can make the students interest. When the presenters are mixing and switching their language, it can makes the child understanding and not bored to use language for their daily activity. It is shows the phenomenon of code switching. Linguistics and language teaching are interacting with each other, but this does not mean that they are like acting and reacting force in physics. Their mutual effects upon each other are not of equal. Rather, the effects of linguistics upon language

teaching are much heavier.

Linguistics and language teaching are interactional with each other. According to Jing Meng, the relationship of linguistics theory and language teaching is a dual one. It means, on the one hand, some theories of linguistics can be applied to language teaching, i.e. linguistics guides the development of language teaching theory. On the other hand, a language teaching theory expresses or implies answers to questions about the nature of language. These questions relate language teaching theory directly to theoretical linguistics.

After analyzing the data and classifying them based on the types and the function of code switching, the researcher intends to discuss the findings that have been investigated in this section to answer the research question. Based on the research findings, the characters' utterances show types and the function of code switching. Based on the data analyzed in chapter IV, the writer found 25 data from the transcript of 3 special videos on breakout net music playlists. The first, the researcher describes the types of code switching as tag switching, inter-sentential switching and intra-sentential switching. And then the writer found the dominant type of code switching based on the script. They are tag switching (1 data), inter-sentential switching (8 data) and intra-sentential switching (16 data). The writer found the dominant type of code switching based on the data above is intra-sentential switching. Besides the types of code switching, there are the functions of code switching found in the utterances of Boy William. They are Topic (1 data), Switching for Affective function (22), Metaphorical switching (1 data) and Lexical Borrowing (1 data).

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusions and suggestion, the writer concluded based on the findings and discussions and gave some suggestions to the reader.

#### A. Conclusion

Based on the findings and discussions, the writer concludes as follows:

1. The types of code witching that used by Boy William in Breakout Program on NET TV were Tag Switching, Inter-sentential switching and Intra-sentential switching.
2. The dominant type of code witching that used Boy William in Breakout was intra-sentential switching they seldom used tag switching.
3. The functions of code switching was topic, switching for affective function, metaphorical switching and lexical borrowing.

After analyzing the data and classifying them based on the types and the function of code switching, the researcher intends to discuss the finding that have been investigated in this section to answer the research question. Based on the research finding, the characters utterances show types and the function of code switching.

Based on the data analyze on chapter IV, the writer found 25 data from the transcript of 3 special video on breakout net music playlist. The first, the researcher describe the type of code switching are tag switching, inter-sentential switching and intra-sentential switching.

And then the writer found the dominant type of code switching based on the script. They are tag switching (1 data), inter-sentential switching (8 data) and intra-sentential switching (16 data), the writer found the dominant type of code switching based on data above is intra-sentential switching. Beside the types of code switching there are the function of code switching that found in the utterances of Boy William. They are Topic (1 data), Switching for Affective Function (22 data), Metaphorical switching (1 data) and Lexical Borrowing (1 data).

## **B. Suggestions**

Considering the conclusions above, the writer gives some suggestions as follows :

1. For students should pay more attention to code-switching phenomena. The students can apply code-switching as a way to learn English better. The students also should be aware when they are borrowing English expressions in a conversation.
2. For the teachers should practice wisely in the classroom. Since the use of code switching may help them in teaching English yet. The teachers should practice English more than another language like Bahasa Indonesia and local language in teaching English. That is to familiarize student to use English as tool of communication.
3. For the next researcher who wants to research about code switching to investigate code switching in different object situation for example in daily conversation, in the discussions forum or film.

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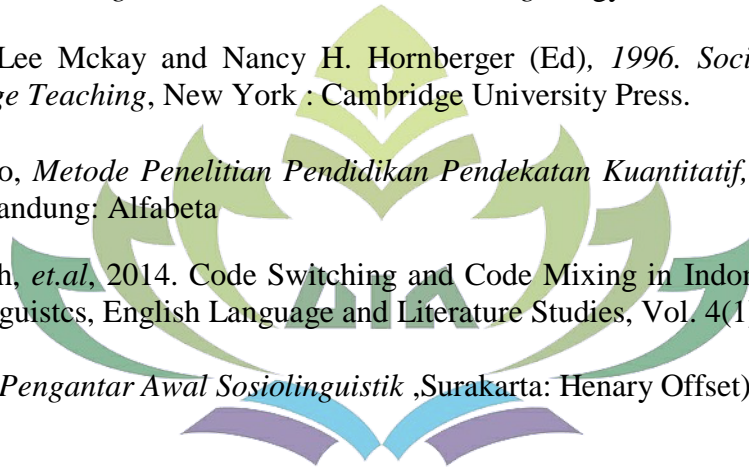
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## APPENDIX 1

### Transcript Of Video By Boy William

#### TOP 5 PLAYLIST 2000-AN

Hey,

oke top five playlist throwback 2000-an,

Maroon five “this love”, love this song men, itu lagu maroon five jaman-jaman itu sebelum elektronik-elektronik dia tu masuk, it’s uses music to the ears man.

Berikutnya i’m give you Britney spears with “toxic” ini lagu genius, I think is genius write in song, dengan kunci cuman sebenarnya dia Cuma pake 3 kunci tapi yg bikin genius itu adalah the bass that is genius to the max oke.

Berikutnya Black Eyed Peas “I gotta feeling”, this is song legend, legend legend.

Sheila on 7 berhenti berharap, ini lagu Indonesia favorit gua dulu waktu itu masih keluar and sampai sekarang I still listen to the one and once.

Justin bieber ini lagu pertamanya dia yang membuat nama dia terkenal it’s one time, kalo kalian pada bilang it is one less lonely girl atau baby no it is one time so aply this song check this out.

and sekarang gw mau telpon salah satu dari kalian tapi setelah yg satu ini gw cari2 dulu ya.

## Top 5 Playlist 90-An

Yoo, welcome back, nah sekarang gua mau ngeshare buat kalian semua yaa, this is my top five favorite lagu galau tahun 90-an. Buat kalian yang nanya “aduh boy playlistnya jangan milenial terus, mau dong yang tahun 90-an, well let me tell you this is my favorite oke.

Yang salah satunya I can never get bored of Dewa 19 “kangen”, this song is wah gataulah. I don’t know how to explain it, enak banget, ditulisnya dengan, kayaknya dengan niat banget.

Every melody, every word, every instrument, every everything didalam lagu itu benar-benar sampe sekarang tu everlasting.

Blink 182 I Miss You is good too guys.

Brian McKnight “one last cry”. Kalo kalian suka R&B let’s take a back through road Brian McKnight itu salah satu one of the best R&B singers yg ada oke.

Padi kasih tak sampai it’s really good.

And last on my list lagu yang sering banget diputer dimana-mana, everywhere you go, everywhere you chill at the café, it’s Oasis standby me.

After this kita mau ngebahas lagi throwback to this. Jangan kemana-mana sementara gw puterin yg ini ni really good.

## TOP 5 AUGUST PLAYLIST

Okay, nows my turn buat kasih kalian my top five august playlist versi boy.

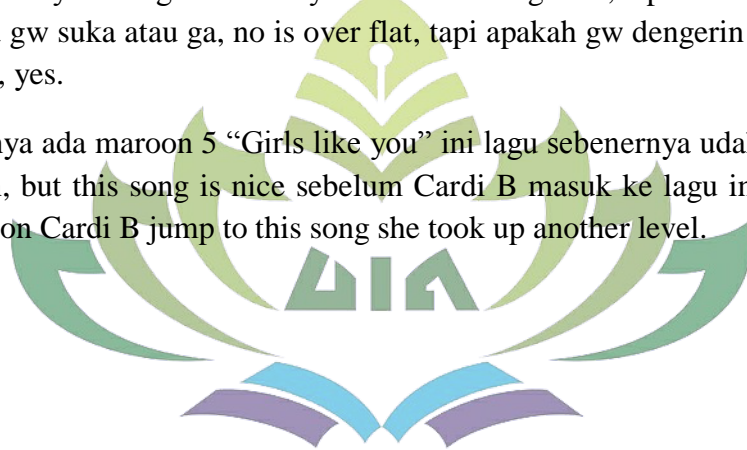
Dj khaled featuring justin bieber chance the rapper. quryo “no brainer” is top one of the best. You know what nanti gw mau bahas ini sama Sheila and give you all about this song, inshaAllah enak banget.

Berikutnya yg gw suka di august playlist, the chainsmoskers featuring Emily Warren yg side effect, you know what gw juga harus bahas ini sama kalian karena this is good waktu pertama kali mereka mainin di atlantic city nanti aja barengan sama Sheila okay.

Berikutnya ada juga Isyana yg Winter song.

Drake “In my Feeling” sebenarnya I hate this song now, tapi it’s very august, kalo lo nanya gw suka atau ga, no is over flat, tapi apakah gw dengerin tiap hari on my plasylist, yes.

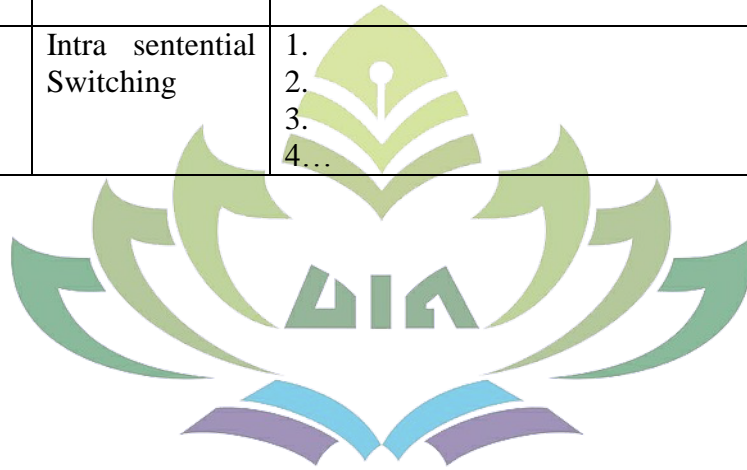
Berikutnya ada maroon 5 “Girls like you” ini lagu sebenarnya udah dari kemaren-kemaren, but this song is nice sebelum Cardi B masuk ke lagu ini lagu ini biasa aja as soon Cardi B jump to this song she took up another level.



## APPENDIX 2

### INSTRUMENT OF DOCUMENTATION

No	Types of Code Switching	Utterances
1.	Tag Switching	1. 2. 3. 4...
2.	Inter sentential Switching	1. 2. 3. 4...
3.	Intra sentential Switching	1. 2. 3. 4...



## SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini, selaku validator instrument lembar observasi menerangkan bahwa :

Nama : Ikke Novita Sari  
Npm : 1411040072  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : “An Analysis of Code Switching Used by Boy  
William in Breakout Program on Net.TV”

Setelah memeriksa dan mencermati instrument penelitian, maka instrument lembar observasi tersebut dinyatakan telah memenuhi validitas isi dan layak digunakan untuk penelitian.

Demikian surat keterangan ini dibuat agar dapat digunakan dalam pengumpulan data dilapangan.

Bandar Lampung, 20 Mei 2019

Validator



Fitrah Auliya Ansar, M.Hum

NIP.198910312015032002