

## **Chapter One**

### **Introduction**

This chapter consists of seven parts. The study's background discusses the reasons why the researcher is interested in the topic. Identification of the problem presents the problem being researched. In the delimitation of the problem the researcher focuses on the problems that need to be resolved. This chapter also highlights the research questions provided as the study's guidance. Furthermore, the study's objective outlines the specific purposes of the study. The research's significance of the study highlights the advantages of the study for groups of people. At the end of this chapter, the researcher explains the organization of chapter, which is a description of each chapter.

### **Background of the Study**

English has become an international language because it spreads rapidly beyond the global world. The number of bilingual individuals is growing in response to the increasing need for English communication. In many bilingual or multilingual communities, code-switching is a natural part of communication. It allows speakers to express ideas more effectively and to bridge gaps in vocabulary or comprehension. Code-switching, defined as the alternating use of two or more languages within a conversation or discourse, is a prevalent phenomenon in multilingual settings. In educational contexts, particularly in English as a Foreign Language (EFL) classrooms, code-switching serves multiple communicative functions that facilitate learning and interaction among students and teachers. Wooland stated that code-switching is a person's employment of two or more

different languages in the same speaking event or exchange (as cited in Puspawati, 2018, p. 43). The definition of code-switching in linguistics refers to the use of more than one language or variety in conversation. The speakers switch code to another language in sentence construction to make the interlocutor understand; at times they do it while maintaining the same language background (Ansar, 2017, p. 3). Those employ code-switching in casual contexts, often involving individuals who have a close personal connection with them, such as their parents and friends, or someone who is proficient in English. Code-switching is present in both written and spoken language. Written language is exemplified in various forms such as novels, newspapers, magazines, and similar mediums. Spoken language is present in the teaching-learning process within an English as a Foreign Language (EFL) classroom, as well as in television programs, movies/films, and YouTube.

Within the field of code-switching studies, there currently exist multiple definitions of the phrase "code-switching." Jingxia (2010) referred code-switching in the foreign language classroom as the practice of alternating between the first language and the target language. Code-switching is a distinct trait observed in individuals who are bilingual or in the process of learning a new language (Rios & Campos, 2013, p. 378). As defined by Bhatti, Shamsudin, and Said (2018), it is evident that code-switching is a prevalent characteristic of bilingual communication, encompassing the utilization of two languages within a discourse, conversation, or utterance. Morris (2024) defines code-switching as a method of transitioning from one linguistic code (a language or dialect) to another, based upon the social context or conversational environment. To be brief, it may be

inferred that code-switching serves as a means to shift bilingual inquiries or sentence from one's native language (L1) to a second language (L2).

Indonesians frequently engage in code-switching between English and Indonesian or vice versa when discussing and conversing with friends, in order to effectively express themselves, as a result of a number of distinct linguistic patterns in the non-dominant language. The sitcom (Situational Comedy) *Mind Your Language*, which aired in 1977, contained significant instances of code-switching in the context of English as a foreign language. The researcher interested upon observing the code-switching in the *Mind Your Language* because the series shows people of different countries with different social background, religions, and languages existing in the same classroom, learning English as a Foreign Language (EFL).

The researcher selected the sitcom *Mind Your Language* as an instance of study for code-switching due to its setting in an EFL classroom, similar to the situation in Indonesia, where English is taught as a foreign language from elementary to higher education levels. The portrayal of code-switching in media, such as sitcoms like *Mind Your Language*, reflects real-life linguistic behaviors and cultural identities. The show captures the humorous challenges faced by non-native speakers while highlighting their unique cultural backgrounds. By examining code-switching within this context, the researcher gains insights into how language learners navigate their educational journeys and how humor can arise from linguistic misunderstandings. This sitcom has extensive prospects for analyzing code-switching. In this study, the researcher has two objectives. The

first was to investigate the types of code-switching in sitcom Mind Your Language, and the second objective was to investigate the underlying reasons for code-switching in sitcom Mind Your Language.

### **Identification of the Problem**

Based on the background above, code-switching is a linguistic phenomenon where speakers alternate between two or more languages or dialects within a conversation. It is particularly prevalent in multilingual contexts and serves various communicative functions, such as expressing identity, managing social interactions, and facilitating understanding among speakers of different language backgrounds. The sitcom features characters from diverse linguistic backgrounds, providing a unique opportunity to explore reasons for code-switching in a comedic yet educational setting. While there is substantial research on code-switching in educational settings and conversational analysis, there is limited exploration of its portrayal in media, particularly in sitcoms. This lack of focus on entertainment media leaves a gap in understanding how code-switching is represented and perceived by audiences. Existing literature frequently highlights the reasons behind code-switching within formal settings or educational environments. However, there is a need to investigate the reasons for code-switching within the comedic framework of Mind Your Language, including the types of code-switching.

The researcher focused on types of code-switching and reasons for code-switching as the object of this research. There are two reasons why the researchers choose code-switching in sitcom Mind Your Language. In linguistic features, the

sitcom provides examples of code-switching, such as inter-sentential switches and intra-sentential switches. Investigating these linguistic features can contribute to a deeper understanding of language use among bilinguals and multilinguals.

Another reason is in educational implications focused on language learning. By analyzing code-switching in *Mind Your Language*, insights can be gained into how such practices can aid language acquisition. The sitcom can serve as pedagogical tool for illustrating real-life implications of bilingualism in educational settings.

### **Delimitation of the Problem**

Based on the identification of the problem above, the study only focuses on investigating the types of code-switching and the possible reasons for using code-switching. The researcher chose the sitcom *Mind Your Language* season one episode one and episode six as the subject for investigation. The researcher selected episode one due to its role as an introduction to the characters and the contextual background of each character. Furthermore, it will facilitate the identification of the names of each character that is presented. The selection of episode six by the researcher because episode six featuring intense emotional moments, such as grief or conflict resolution, typically involves high usage of code-switching. These scenes allowed the researcher to examine how characters express complex emotions through language shifts.

## **Research Questions**

Based on the description of the background, identification of the problem, and delimitation of the problem, the researcher formulates two research questions as follows.

1. What are the types of code switching in the sitcom Mind Your Language in episode one and episode six?
2. What are the reasons for code switching in the sitcom Mind Your Language in episode one and episode six?

## **Research Objectives**

This study carried out with the following specific goals, based on the formulation of the problems above. First, the researcher wants to know the types of code-switching. Second, the researcher wants to ascertain the reasons that influence the cast in Mind Your Language for doing code-switching.

## **Significance of the Study**

This research aimed to give positive advantages for some parties including the teachers, students, and future researchers.

**For the teachers.** This research study provides information on the types of code-switching, their definition, and examples of each type. This research study should also help the teachers to differentiate the differences for each type. The findings of this study are anticipated to serve as instructional resources for teachers during conversation or dialogue-based teaching and learning activities.

**For the students.** This research is beneficial for students in the English Language Education Department (ELED) who have a keen interest in gaining a

comprehensive understanding of code-switching. This research encompasses a comprehensive compilation of information regarding code-switching. Upon reviewing this work, the researcher harbors optimistic expectations for students to have a deeper comprehension of various types of code-switching and the potential underlying motivations behind it. Through comprehension of the many forms of code-switching, students are anticipated to possess the ability to employ code-switching intelligently and in accordance with its purpose in social dialogues.

**For future researchers.** This research enables future researchers to acquire ample information on comparable studies pertaining to code-switching. Furthermore, it is anticipated that this research can serve as a point of reference and be expanded upon by other researchers with an interest in code-switching.

#### Organization of the Chapter

There are five chapters in this study. Chapter One describes the background of the study, the identification of the problem in the research, and the delimitation of the research. The aims of the research are also explained in this chapter along with the question formulated in this study. The significance of research-based studies is also discussed in the next section. Additionally, the research's significance highlights its advantages for a group of people. The research's outline, which presents an explanation of each chapter, is presented last.

Chapter Two includes a literature review. Chapter Two examines the references linked to the subject and reviews of code-switching that used a similar topic from various journals, and articles, and reviews previous research. The conceptual framework will be explained in the final part.

Chapter Three is the research methodology. The researcher's methodology for conducting the research describes the research designs. The data collection technique, research tools, and data collection procedures are covered in the following section of this chapter. In the data analysis section, the researcher uses triangulation method to retrieve the data.

Chapter Four provides findings and discussion. The research of the data analysis is described including the discussion. Regarding the information on the types of code-switching that are highly used in conversation.

Chapter Five presents the conclusion and recommendation. The study's conclusion presents an overview of the research. The researcher's recommendations related to this study are provided for several parties such as students, teachers, and other researchers.