

CHAPTER I

INTRODUCTION

This chapter of introduction involves the research background, problem identification, research scope, research questions, research objectives and research significance.

1.1 Research Background

In today's digital world, students in the learning activity often use the power of social media media to assist their learning process and the acquisition of information. Social media is useful not just for online learning but also for publishing and gathering a wide range of learning resources. Online scientific journals may publish scientific articles that is accessible to everyone. Furthermore, the expanded of open-access online journal has democratized information, enabling students to integrate academic resources with the power of social media. Therefore, the internet's presence seems to be beneficial for the field of education (Putra et al., 2022). In the last few decades, the increase of open-access online publications has made knowledge more accessible to the general public, encouraging students to combine academic resources with social media platforms in order to do research that is more collaborative. It has become a new program that has changed how students and teachers use learning materials and talk to each other.

Social media has the interesting potential to be a teaching tool because it can improve collaborative learning, give students access to a wide

range of materials, and increase participation through interactive elements (Mu'aggil et al., 2023). Social media has also spread around the world and is now used to talk to family, friends, and other students. Since it was made public, social media has drawn a large following, many of whom are students. They used social media for a variety of purposes, including communication, entertainment, and searching. Students might find it to be more entertaining, but other people, especially parents find it concerning for their children in learning.

Students are identified by their curiosity, energy, and enthusiasm for exploring new experiences, such as acquiring a new language (Setyowati et al., 2020). Young learners are different from adult learners in that they often have short attention spans, like fun activities, and learn best when they are actively involved in the process. According to Tan et al. (2021), there are some methods that may be used while instructing English to young students that are suitable for the needs and learning styles of these students. Young students often choose for digital platforms where English is the predominant language of communication. This is because they are attracted to approaches that are interesting and provide them the opportunity to participate.

Because global communication technologies are becoming more popular, English is spreading among younger generations faster than ever. Young people, especially young students, in cities have become addicted to social media platforms like Facebook, Twitter, and Tumblr, as well as learn more from Google, Wikipedia, and You Tube than from their teachers. Because English is the primary language implemented in those media,

exposure to English has increased in frequency and strength.

Due to their limited English vocabulary, students are unable to comprehend what their teacher tries to say and they can comprehend a new term in a text (Nurmaisya & Arsyad, 2022). In this context and situation, sociolinguistics becomes relevant. According to Holmes (2013), sociolinguistics studies the connection between language and society. The basic objective of sociolinguistics is to understand the connections of language, and how language is used to express social meaning. Explaining why we could communicate differently in various social contexts is the primary goal. This is a study into how language changes depending on many factors, such as situation, gender, race, financial status, and place. These crucial things can have a such big effect on how students learn and understanding in using a language in a daily basis. It is even more clear how important these sociolinguistic factors are in bilingual countries, especially in school settings.

In the spread of technology, young students have the ability of bilingualism has increasingly expanded around the world. Bilingualism concerns with the ability of a person to use multiple languages proficiently in a conversation. Bilingualism refers to not only the knowledge of two languages but also the processes of learning, management, and implementation of both languages across many different situations, including schooling, social interaction, and professional environments (Mahzoun, 2022). Regarding to Snezhko et al. (2023), by understanding and learning two languages are directly correlated to human's brain

development. Some of the skills in this group are having a bigger working memory, being able to pay more attention, being able to express things in abstract and symbolic ways, and understanding how language works and what it means. In response to the demands of the needs and the opportunities for students to use English in education, several schools are embracing bilingual principles, which facilitate the integration of two languages within a community that shares the same language. Indonesian bilingual schools implement English and Indonesian as media of education to enhance their opportunities for speaking and understanding English by using an intriguing and effective media (Surdyanto, 2018).

Recently, social media has shown to be a useful tool for making students' learning experiences better. Technology in the classroom allows students to work together, share information and talk to each other outside the classroom. Social media sites can help students to join in discussions, get materials to learn from and improve their digital literacy skills which are very important in today's digital world. However, it is also important to take care of possible problems like distractions, false information and privacy issues (Chukwuere, 2021). Because of this, it is necessary for both students and teachers to use social media in a safe and strategic way to get the maximum out of its positive effects on academic growth. Also, using social media for schoolwork needs to be done in the right way and completely. If it is not done appropriately, social media may interfere. Teachers and students should be aware of social media policies and procedures as well as how to maintain their security and privacy (Martoredjo, 2023).

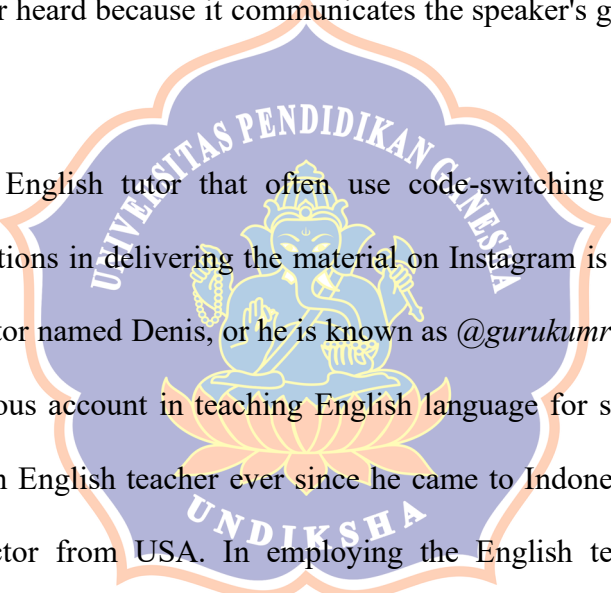
Instagram is one of the most popular social media tools for education for both students and teachers. Instagram plays a significant role in language teaching and learning for students' development as it provides an entertaining and engaging platform for people to practice their language skills in real-life contexts. Instagram is known to be one of the most widely used social media, especially among EFL students. One of the most intriguing topics to research these days is the use of Instagram as a resource to help students improve their language abilities. Actually, there are a number of reasons why EFL students often utilize Instagram (Alotaibi, 2023). The features in Instagram such as posts, stories, and direct messaging, students may improve their speaking, listening, writing, and reading skills and this is a beneficial for both students and teachers during the learning process. Additionally, this social media platform facilitates the usage of multimedia components, including pictures and videos, which accommodate a variety of learning preferences and enhance the dynamic and engaging experience of learning a foreign language Instagram (Rizal & Farikhah Z, 2021). Most of teachers nowadays often use Instagram to share the learning material to their students in order to make the learning activity more engaging and students feel less nervous. Teachers may assist students who struggle with speaking by using Instagram. One social media site that is now being utilized as a teaching and learning tool is Instagram. Additionally, Instagram has a big influence on education in this era of globalization (Putra et al., 2022).

As it has been well-known as an educational tool for students to gain

the knowledge, Instagram also provides a platform where code-switching is crucial for improving communication and language acquisition. It can improve the understanding of the audience in mastering vocabulary definitions, grammatical concepts, or phonetic articulation. This change helps the audience understand the lesson better by using words they already know, which helps them learn English better. Code-switching often occurs not only in face-to-face conversation, but also in social media including Instagram because Instagram has become the most effective way to interact with others without having to meet them in person (Ramendra et al., 2020). There are several instances of code-switching that can be found in Instagram images, captions, and comments. According to Haryanto and Mahendra (2021), code-switching is when an individual changes between two or more languages while talking to someone.

According to Nona, et al. (2014), they said that the implementation of code-switching in the educational process is an expected phenomenon, which the teacher shifts between languages, specifically from Indonesian to English or vice versa. Furthermore, code-switching is essential in the acquisition of the English language. In terms of communication, the utterances come from speakers are crucial. The social setting will have an impact on language speakers. As pointed out by Sanastia and Candria (2022), language has the capability of expressing issues concerning the social class, education, and the relationship between the speaker and the audience. An utterance can carry multiple meanings and purposes based on the social context in which it is spoken. This applies especially to the

learning environment, where language is not only used to convey messages but to control the activities of the classroom, provide instructions, and interact with learners. According to Yang and Hu (2022), since language communication occurs in a particular linguistic context and not in isolation, the concept of context plays a critical role in the interpretation of discourse. They bring attention to the fact that context is one of the most important aspects of discourse analysis since it has an impact on the production and interpretation of meaning. In addition, a language may be so useful based on what is seen or heard because it communicates the speaker's goal (Santika et al., 2022).



One of English tutor that often use code-switching and some of language functions in delivering the material on Instagram is *@gurukumrd*. An English tutor named Denis, or he is known as *@gurukumrd* in Instagram is one of famous account in teaching English language for students. Denis has become an English teacher ever since he came to Indonesia and before he was an actor from USA. In employing the English teaching, Denis explains the material by using code-switching to all his audiences in order to make the audience gain the knowledge in an efficient way. In addition, the audiences feel excited and entertained to watch the content on *@gurukumrd* because Denis always applies interesting expressions so that the audiences understand easier.

As a comparison, some studies have been conducted in order to analyse code-switching used by a teacher. Firstly, there is a research that was carried out by Nona and colleagues (2024) on the use of code-switching

by English instructors in Indonesia, particularly for students in the eleventh grade at a private school in Kupang. This study used a qualitative study by doing some classroom observations and recording the teacher's speech during learning activities. Based on Poplack's theory, the researchers identified three categories of code-switching: intra-sentential switching, inter-sentential switching and tag-switching. The teacher used intra-sentential switching the most out of all of them. Secondly, Darlina and Hartoyo, (2021) conducted a research about using of code switching by an English instructor at SMAN 1 Aek Natas. Based on Poplack's theory, the research identified three forms of code switching via observations, interviews, and recordings which they were intra-sentential switching, inter-sentential switching and tag-switching. Ulfah et al. (2021) finally explored the use of code-switching in their qualitative study, which was carried out in South Sulawesi and comprised six English teachers working in a classroom for students learning a foreign language. The research was carried out in South Sulawesi. Interviews, recordings, and observations were the methods that were used to acquire the data. The study used Miles and Huberman's (2014) model, Poplack's (1980) theory to categorize the different forms of code-switching, and Sert's (2005) functions as the basis. The study identified three main forms of code-switching, inter-sentential, intra-sentential, and tag-switching with tag-switching being the most frequently used. Unconscious switching, a lack of vocabulary, and unequal student achievement were all factors that affected code-switching. In order to maintain classroom engagement and to explain meaning, code-switching

fulfilled three purposes: subject switching, emotional, and repetitious.

Based on the explanation above, the researcher on the current research proposed a title “Code-switching and Language Function Found in The Utterances Used by An English Tutor in *Gurukumrd* Instagram Account”. This research aims at examining the types of code-switching used and language function on the utterances by obtaining a thorough theory and explanation.

1.2 Problem Identification

Based on the background of study that has been explained above, it can be said that in teaching process lately, including the digital communication and language education, social media such as Instagram have known as one of popular tools for teachers to engage with their students in order to make students more understand. However, in teaching multilingual to students, teachers often use code-switching in order to deliver the material. Teachers also might use different types of code-switching to students and each kind might have different purposes. Thus, teachers are often lack at identifying the types of code-switching and it is necessary to comprehend how certain types of code-switching are strategically used by the teacher during the learning activity. In addition, especially in the bilingual settings, teachers apply the code-switching to communicate with the students. Code-switching can be used by English teachers, especially those who interact with students on social media platforms like Instagram, to simplify subjects and keep the audience

interested. However, teachers often lack clarity on how intentional code-switching can enhance learning outcomes or whether it unintentionally creates understanding difficulties.

1.3 Research Scope

This study is basically limited to sociolinguistics field by focusing on code-switching found in the utterances of an English tutor in *Gurukumrd* Instagram account. This study looks at the production of the code-switching used by the English tutor in communicating with the audiences in Instagram. In addition, the language functions also analyze in this study.

1.4 Research Questions

Based on the background of this study, some research questions are formulated as follows:

- a. How the types of code-switching are used by an English tutor on *Gurukumrd* Instagram account?
- b. How the types of language functions are used by an English tutor on *Gurukumrd* Instagram account?

1.5 Research Objectives

Based on the problem explained previously, there are two research objectives of this study as follows

- a. To analyse the types of code-switching used by an English tutor on *Gurukumrd* instagram account
- b. To analyse the types of language functions used by an English tutor on *Gurukumrd* instagram account

1.6 Research Significance

There are two research significances for this study, the research significances are expected to be theoretically and practically.

a. Theoretical Significance

The theoretical significance of this study is that it helps us understand how code-switching and language function are used in online learning, especially on social media. The findings can be useful for future research on bilingualism, online teaching, and language learning.

b. Practical Significance

1. The teacher

It is expected that this can provides detailed theory, explanation and data related to code-switching and language function. The English teacher can use this study as the reference to be able to conduct the learning process in the class about code-switching and language function. Also, the English teachers are able to use the code-switching as an interaction with those students who are not fluent enough in English.

2. Students

It is expected that this can be a reference for students to learn code-switching. Also, code-switching can be applied to students as a bilingual communication with their friends in the class.

3. The other researchers

It is expected that this can support as the reference in developing a new insight about code-switching and language function. Hence, the next researcher can apply on a next research in the future.

