

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes review of related literature. It includes speaking, bilingualism, code-switching, YouTube, Xaviera Putri's YouTube channel, and previous study.

#### **A. Speaking**

Speaking is a sort of verbal communication that occurs between individuals or groups. Speaking is an essential way of expressing thoughts, sharing information, and establishing social bonds, allowing people to effectively convey their emotions, ideas, and opinions. According to Byrne (1997) (as cited in Fadila et al., 2022), speaking is described as "two-way oral communication between the speaker and the listener". Speaking can be categorized as one of the complex productive skills, it often also involves the simultaneous use of various skills.

Speaking, as a form of oral communication, has many functions. Brown and Yule (1983) stated that essentially speaking has three main functions, namely talk as interaction, talk as transaction, and talk as performance.

##### **1. Talk as interaction**

Talk as interaction refers to conversations aimed at building and strengthening social relationships. When people meet, they exchange greetings, engage in small talk, and share experiences to create friendships. According to Brown and Yule, this type of conversation is spoken, reflecting social roles, speaker identities, and levels of

politeness. It can be formal or casual, using common words, conversational style, and is jointly constructed by the participants.

## 2. Talk as transaction

Talk as a transaction focuses on exchanging information and ensuring the message is understood, rather than building relationships. The priority is what is said or done, not the participants. This type of talk often supports other activities — like students discussing a task and then reporting it. Communication strategies such as questions, repetitions, and comprehension checks are commonly used to clarify meaning, with negotiation and digression sometimes occurring. However, linguistic accuracy is not always essential.

## 3. Talk as performance

Talk as performance refers to public speaking aimed at delivering information to an audience, like presentations, announcements, and speeches. It emphasizes both the message and the audience, focusing on form, accuracy, and clear organization in a predictable sequence. The language style is more like written text and is monologic, meaning it's mainly a one-way communication.

# **B. Bilingualism**

In sociolinguistics, the terms bilingual and multilingual are used to refer to the phenomenon of code-switching. Wardhaugh (1986) in his book argued that a multilingual individual can speak more than two languages, whereas a bilingual individual can only speak two. This difference highlights the various

levels of language proficiency among speakers in a multilingual society. Bilingualism is defined as an individual's first language being their native language and their second language being a non-native language.

Each individual in society has bilingual ability to some extent, as communication patterns are shaped by various sociolinguistic factors that influence the nature of bilingual communities. In this context, bilingualism, which inherently involves alternating between two languages, plays a crucial role in language interaction and social contact. According to Sunardi et al. (2025), bilingual individuals not only develop a deeper understanding of different perspectives but also enhance their problem-solving abilities by utilizing both languages simultaneously, particularly when they are proficient in both.

Bilingualism can provide many advantages for individuals, as it allows someone to be more flexible in thinking and learning from various perspectives. Sunardi et al. (2025) states that bilingual individuals are also better able to connect ideas that they may not have previously realized. Additionally, the use of two languages alternately can help them process information more efficiently compared to monolinguals. Additionally, bilinguals also have the ability to create their own, more adaptive communication styles.

### **C. Code-Switching**

Code-switching is a linguistic phenomenon that occurs frequently in bilingualism and is specifically related to sociolinguistics. It occurs when a

person switches between languages within a single utterance. Bilingual or multilingual speakers frequently engage in code-switching, which is the practice of switching between languages to communicate during interactions. According to Romaine (1989), Hoffman (1991) and Muysken (1995) (as cited in Dewi, 2021), code-switching is the practice of bilinguals or multilinguals switching between languages during a conversation or within an utterance.

Code-switching occurs as a result of someone's ability to communicate in more than one language in everyday life. In simple terms, code-switching is the process of switching from one code (language) to another in the same communication. Natalia (2022) states that code-switching might happen multiple times during the conversation. But it is not an issue because both individuals can comprehend and interpret what is being said. Therefore, in order for someone to be able to switch languages, at least a speaker needs to get the language first to maximize its use in daily life. Heeti and Abdely (2016) as cited in Natalia (2022) states that code-switching is frequently employed to increase the effectiveness of information exchange. This situation occurs to facilitate more efficient and quick communication

Poplack (1980) distinguishes different three types of code switching:

1. Tag Switching

Tag-switching refers to inserting a short phrase from another language at the beginning or conclusion of a sentence by a speaker.

Example:

- a) *Vendia arroz* (He sold rice) 'n shit.

- b) Salió *en sus carros y en sus* (They would go out in their cars and in their) snowmobiles.

## 2. Intra-sentential Switching

Intra-sentential switching occurs when a speaker uses various languages in a single sentence, commonly through words or phrases.

Example:

- a) Why make Carol *sentarse atrás pa' que* (sit in the back so).
- b) Everybody has to move *pa' que se salga* (for her to get out)?

## 3. Inter-sentential Switching

Inter-sentential switching occurs when a speaker transitions between various languages between separate sentences.

Example:

- a) They went to the store. *Después regresaron a casa.* (Then they came back home.)
- b) I was so tired. *No quería hacer nada.* (I didn't want to do anything.)

Besides identifying the types of code-switching, several studies also explore its communicative functions. One of the most influential frameworks is proposed by Gumperz (1977), who categorizes the functions of code-switching into six types in his book, these include:

### 1. Quotation

Quotation is used by the speaker to indicate that they are quoting someone in a conversation.

Example:

- a) *pa prabe* (Then he said) *wen er si nit colt gib i si nit* (if he does not pay for it, i will not give it).
- b) I went to Agra, *to maine apne bhaiko bola ki* (then i said to my brother that), if you come to Delhi you must buy me some lunch.

## 2. Addressee Specification

Addressee specification occurs when the speaker switches languages to accommodate a specific interlocutor in a conversation.

Example:

A: Sometimes you get excited and then you speak in Hindi, then again you go on to English.

B: No nonsense, it depends on your command of English.

(shortly thereafter turning to a third participant who has just returned from answering the doorbell).

*Kau hai bhai* (Who is it?)

## 3. Interjection

Interjection occurs when a language switch is used to show spontaneous expression or emotional insertions. Gumperz also stated that in other situations, the code switch is used to indicate a sentence filler or interjection..

Example:

- a) A: Well, I'm glad I met you.

B: *Andale pues* (O.k. swell) And do come again. Mm?

- b) *Pero como* (But how) you know ... *la Estela y la Sandi ... relistas en el telétono* (Stella and Sandi are very precocious on the phone.)

#### 4. Repetition

Repetition occurs when the speaker repeats a statement with the aim of clarifying or emphasizing the meaning of a message.

Example:

- a) The three old ones spoke nothing but Spanish. Nothing but Spanish. *No hablaban ingles* (They did not speak english.)
- b) I was ... I got to thinking *vacilando el punto ese* (mulling over that point) you know? I got to thinking well this and that reason ...

#### 5. Message Qualification

Message qualification occurs when a language shift is used to provide additional explanations or details to the previous statement.

Example:

- a) We've got all ... all these kids here right now. *Los que están ya criados aquí* *No los que están recién venidos de México* (Those that have been born here, not the ones that have just arrived from Mexico). They all understood English.
- b) The oldest one, *la grande la de once años* (the big one who is eleven. years old.)

## 6. Personalization vs. Objectivization

Personalization vs. objectification occurs when the speaker shifts the language used to highlight the difference between personal statements and objective statements.

Example:

A: *Anuradha ai?* (Did anuradha come?)

B: She was supposed to see me at nine-thirty at Karol Bag.

A: Karol Bag?

B: *Or mai no baje gharse nikld* (And I left the house at nine)

To address the research question, the researcher will refer to theory by Poplack (1980) in analyzing and describing the types of code-switching that occurred in Xaviera Putri's utterance. Meanwhile, the researcher refers to the theoretical framework by Gumperz (1977) in order to explain the possible functions of code-switching that occurred in Xaviera Putri's utterance.

## D. YouTube

YouTube plays an important part in the evolution of information technology (IT) in the current globalization era. According to Syam et al. (2023), YouTube enables users to quickly publish, share, and watch numerous forms of video content, such as music videos, movie trailers, TV clips, video blogs, original short films, and educational content. Furthermore, according to Ensour (2015), which is cited by Wulandari et al. (2024), YouTube is one of the best platforms in the world for creating personal channels, uploading and sharing videos, and enabling live broadcasts for businesses.



Individuals can gain multiple benefits from YouTube, including access to a wide range of content, sharing and uploading various types of videos, and creating their own personalized channels. YouTube is a valuable resource for a variety of information pertaining to education, particularly language learning. Although students from different countries undoubtedly use different languages, they can use YouTube to look up a variety of information. Furthermore, Almurashi (2016) states that YouTube is regarded as a resource for online content that can be quite useful in the field of teaching and learning.

In language learning, YouTube can be considered a quick, easy, and enjoyable teaching and learning medium for learners. According to Syam et al. (2023), the presence of English on YouTube occurs in an environment where young learners can interact with native speakers, watch English learning videos, and seek information related to new things in English. These activities can have a positive impact on the language development of learners, as they indirectly practice English in an efficient manner.

YouTube provides learners with easy access to video content in multiple languages, including English and Indonesian. Learners could discover the creators' code-switching technique through such content. Additionally, by accessing such two-language content, students can see how appropriate code-switching could enhance their comprehension of language features.

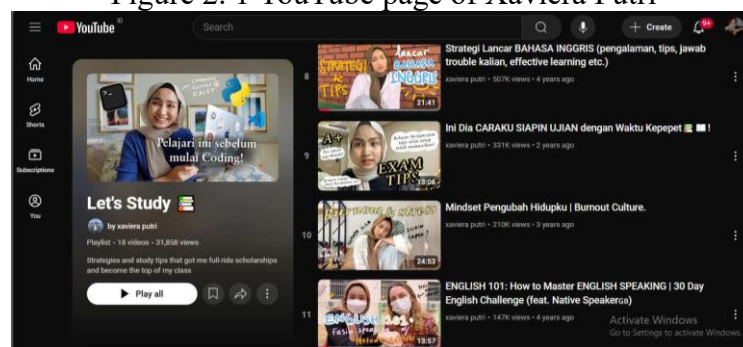
#### **E. Xaviera Putri's Youtube Channel**

There are many YouTube content creators, commonly known as

YouTubers, who share various types of English-language content, one of them is Xaviera Putri. Xaviera Putri is one of the Indonesian, specifically Jakarta, who had the opportunity to pursue her education in South Korea since she was in high school. She is also known as a smart and intelligent person, even participating in a game show "CLASH OF CHAMPIONS" organized by *RUANG GURU*.

Xaviera Putri started her identity as a YouTube content creator on September 24, 2018. On her YouTube channel, she shares content about her life as a student in South Korea. Not only that, she also has several uploads related to her English language skills, as well as sharing everything she does to master English as a preparation for her daily interaction. Xaviera Putri can be categorized as someone who has multilingual abilities, being proficient in Indonesian, English, and Korean.

Figure 2. 1 YouTube page of Xaviera Putri



(Source: <https://www.youtube.com/@xavieraputrii>)

## F. Previous Studies

There are several studies that address the topic of code-switching in various aspects. The first study was conducted by Putu Rosa Natalia (2022) titled "An Analysis of Code-Switching in the 'Ali & Ratu Ratu Queens'

Movie". The purpose of this research is to analyze the phenomenon of code-switching that occurs in the film "Ali & Ratu Ratu Queens". The research approach used is descriptive qualitative. The results of the research indicate that inter-sentential code-switching is the most frequently used, and background and setting play an important role in the use of code-switching.

The second study was conducted by Rani Anjarsari (2024) titled "Code Mixing and Code Switching on Deddy Corbuzier's YouTube Channel Selected Podcast". The purpose of conducting this research is to analyze and understand bilingualism, code mixing, and code switching in Deddy Corbuzier's podcast. The research approach used is descriptive qualitative. The research findings revealed the presence of two types of code-mixing and code-switching, with specific reasons for their usage.

The third study was conducted by Eltinus Halawa (2023) titled "Code Switching Used by International Tourist to Local People in Sorake Beach". The research took place at Sorake Beach, located in Botohili Sorake Village, Luahagundre District, south Nias Regency, Indonesia. The purpose of the research are to describe and explain the types and the reasons code-switching occurrence between local people and international tourists in Sorake Beach. The research approach used is descriptive qualitative. The research found two main types of code switching, those are inter-sentential and intra-sentential. It also identified several reasons for code-switching, such as helping the listenenr understand the talk better, clarifying what is being said, and showing that the speaker knows more than one language.

The fourth study was conducted by Aswarini Sentana (2022) titled “Code Switching Analysis in the Novel Entitled A Very Yuppy Wedding”. The purpose of this research was to identify the types of code-switching used in the novel and to analyze the factors influencing code-switching in the conversations between characters. The study focused specifically on the dialogues in the novel, excluding narrative sections. The findings revealed that inter-sentential code-switching was the most common type in the novel. The main reasons for code-switching were the speakers' roles, the situation, the message, and their positive attitude toward switching languages.

The fifth study was conducted by Sherly Desliyanah (2021) titled “Students’ Perception Toward the Use of Code Switching as a Means of Communication in EFL Classroom”. The study was conducted in Stisipol Candradimuka Palembang, with 20 students from all study programs as the sample of study. The purpose of this research was to explore students' perceptions of using English-Indonesian code-switching as a communication tool in the EFL (English as a Foreign Language) classroom. The study focused on students' attitudes and preferences regarding the use of code-switching in the teaching and learning process. The findings showed that 70% of students preferred using both English and Indonesian in class. Students felt code-switching made learning easier and more enjoyable, and they respected teachers who used it.

This study has both similarities and differences compared to previous research. The use of a qualitative research design and the focus on code-

switching as the main topic are examples of the similarities. However, previous studies differ in terms of data sources, as they mainly examine films, books, real-life interactions, and classroom settings. One of the strengths of this study is its focus on a well-known influencer who is widely admired by young people, Xaviera Putri. Xaviera Putri has a positive impact on young people due to her intelligence. Moreover, she inspires others to study hard. One of her notable traits is her self-motivation to learn English independently.