CHAPTER I

INTRODUCTION

This chapter discusses the background to the present study. It also presents the research question that the study tries to answer as well as its aim and uses. Finally, operational definition of key terms used in this study is also presented.

A. Background

Indonesia is a country that has a variety of languages, cultures, races, and tribes. Many Indonesians are multilingual, in which they are able to speak at least in three languages. They are able to use their own regional language (vernacular), Indonesian language as the national language, and English as the international and foreign language. Some Indonesians are also able to use Arabic language as the foreign language. Therefore, Indonesians are called multilingual society.

The effect of globalization and Western culture makes a lot of people able to use foreign languages to communicate. Sometimes, they use two or more languages in one utterance at the same time consciously or unconsciously. This phenomenon is called code-mixing. Code-mixing is a switch of codes within a simple utterance without any associated topic change (Wardhaugh, 2006, p. 108). This phenomenon mostly occurs in our life. It can be in spoken or written form. In the spoken form, code-mixing can occur in conversation with family, friends, teachers, etc. In the written form, code-mixing can happen in magazines, letters, newspapers, printed advertisements, online advertisements, etc.

In digital era, a number of people connect to internet. Their activities cannot be separated from internet. Reading news, reading gossips, connecting with friends, shopping, and advertising happen in internet. That is why internet is a good medium for marketing, called online advertising. To attract the consumers' interest, the advertisers use code-mixing as a special attraction in marketing their products. Janoschka (2004) says, "Web ads employ catchy or new words and linguistic symbols, address users directly in various ways, and use emotional stimuli as a means of persuasion" (p. 132). It means, code-mixing in advertising has a role to attract the consumers' interest.

The research about code-mixing in advertising was previously conducted by Gani (2013). He analysed the types of code-mixing in radio advertisements. He found that there was code-mixing in radio advertisements. The most frequent type of code-mixing found in the radio advertisements was insertion that occurred 70 times (83.33%). Then, the second rank was congruent lexicalization that occurred 10 times (11.91%), and the last rank was alternation that occurred 4 times (4.76%). The previous research focused on analysing the types of code-mixing in radio advertisements, while the present research focuses on analysing the online educational advertising dealing with the use of code-mixing produced.

B. Formulation of the Problem

Based on the background, the problem of this research is formulated as follows, "How is online educational advertising dealing with the use of code-mixing produced?"

C. Aim of the Research

The purpose of this research is to find out the online educational advertising dealing with the use of code-mixing produced.

D. Operational Definitions

To avoid the different perceptions, the terms related to the topic of this research are clarified, as follows:

1. Code-mixing : It is the use of two or more languages in a single sentence without a change of topic.

2. Online educational advertising : It is a paid or unpaid form of promotional communication through the internet, used to persuade the audiences to take some actions now or in the future. This research is focused on the online advertising that deals with education.

E. Uses of the Research

Hopefully, this research can provide some advantages, as follows:

1. Theoretically, this research can give some contributions to the theory of sociolinguistics, particularly code-mixing. It can also provide the theory of using code-mixing in online educational advertising for the next researchers.

2. Practically, this research can provide the information for the English teachers and students about the phenomenon of code-mixing in internet, especially in online educational advertising.

3. Empirically, this research can add the writer's knowledge about code-mixing in online educational advertising. It can also add new experiences to the writer especially about conducting a research and writing a scientific paper.

CHAPTER II

THEORETICAL BACKGROUND

This chapter reviews the theoretical framework related to the present study. It covers persuasive writing, online educational advertising, multilingualism, code-mixing, and code-mixing in online educational advertising. Finally, a previous study and framework of the present study are also reviewed.

A. Theoretical Studies

1. Persuasive Writing

Persuasive writing is a type of writing that aims at convincing the readers that the writer's opinion about a specific issue is true. Quinley (2005) states, "Persuasive writing attempts to convince the reader that a particular idea has merit" (p. 6). It means, persuasive writing is a type of writing that aims at convincing the readers that a specific idea is useful or beneficial.

Persuasive writing also aims at persuading the readers to perform a specific action. Quinley (2005) argues, "When you write to persuade, your goal is to influence the reader's point of view. Perhaps you want the reader to reconsider an opinion. Or perhaps you're trying to convince the reader to do something or to stop doing something" (p. 8). Meanwhile, Frederick (2011) says, "Persuasive writing is any writing that aims to get a result" (p. 3). Result here refers to the readers' response either emotional or intent. Emotional response is the feeling created inside the readers (pity, sadness, elation, etc.), and intent response is what the readers intend to do

as a result of these feelings (buy something, stop doing something, etc.) (Frederick, 2011, p. 12). In conclusion, persuasive writing aims at getting the readers' emotional or intent response.

Based on the description, it can be concluded that persuasive writing is a type of writing that aims at convincing the readers that the writer's opinion about a specific issue is true or beneficial. It also aims at persuading the readers to perform a specific action or getting their emotional or intent response. In other words, persuasive writing is any writing that aims at persuading the readers to do what the writer wants. This type of writing applies equally to a range of documents, such as reports, advertising, and recruitment ads. In advertising, persuasive writing is written in an attempt to get consumers to purchase specific products.

2. Online Educational Advertising

Advertising is a process of informing the other people about a specific information. Dyer as cited in Janoschka (2004) says, "Advertising means to inform a large number of people about something" (p. 15). It means, advertising is a process of conveying a message from the advertiser to the audiences. In other words, advertising consists of the sender of a message (the advertiser), the object of the sender's message (the receiver or the audience), and the message of the sender. The message is embedded in the advertising instrument, such as print advertisements, web advertisements, or television and radio commercials.

Further, The American Marketing Association as cited in Meeus, Walrave, Ouytsel & Driesen (2014) states, "An advertisement is any announcement or persuasive message placed in the mass media in paid or donated time or space by an identified individual, company, or organization" (p. 5). This theory shows that advertising contains a persuasive message, meaning that advertising aims at persuading the audiences to perform specific actions.

Nowadays, internet is inseparable from human life. Business, learning, searching for information, reading news, sharing images and videos, playing games, and connecting with friends can be done through internet. Internet provides access to information for 24 hours, and it allows for communication among people all across the world. Then, this facility is utilized by many businessmen to develop their business. Through internet, they can advertise their products to the entire world by online, called online advertising.

Online advertising is a form of advertising which uses the internet to deliver promotional marketing messages to consumers (Wikipedia, 2016, p. 1). Furthermore, Armstrong as cited in Janoschka (2004) explains, "Web advertising is a paid or unpaid form of promotional communication through a medium, used in order to increase the number of sales of the advertised products" (p. 47). In this study, the researcher focuses on online educational advertising, that is, the advertising dealing with education.

3. **Multilingualism**

Multilingualism is a linguistic phenomenon in which a speaker is able to use more than two languages in communication. According to Myers-Scotton (2006), "Multilingualism is speaking more than two languages" (p. 2). It means, multilingualism occurs when a speaker communicates with others by using two or more languages. Meanwhile, House & Rehbein (2004) state, "Multilingualism means not only speaking more than one language, it also includes writing in several different ways in the sense of multiliteracy" (p. 4). It means, multilingualism is the use of one or more languages either in spoken or written communication. In addition, Auer & Wei (2007) say, "Multilingualism is the use of more than one language within a conversation or even within a syntactic unit ('sentence')" (p. 8). It means, multilingualism is the use of one or more languages in a single conversation or in a single sentence. Based on this discussion, it can be concluded that multilingualism is the use of two or more languages by a speaker in his interaction with the others.

4. **Code-Mixing**

Code-mixing is the use of two or more languages in a single sentence. As stated by Biswal (2009), "Code-mixing occurs when the speakers use two or more languages together and mix them in a single utterance" (p. 26). Moreover, Muysken (2000) states, "Code-mixing refers to all cases where lexical items and grammatical features from two

languages appear in one sentence" (p. 1). Furthermore, Bokamba as cited in Ayeomoni (2006) says,

> Code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand. (p. 91)

It means, code-mixing is the insertion of foreign language units, such as prefix, suffix, words, phrases, and clauses into the language that a speaker is using. Based on the description, it can be concluded that code-mixing is the use of two or more languages in a single sentence without a change of topic.

Code-mixing consists of three types. Those are insertion, alternation, and congruent lexicalization. As stated by Muysken (2000),

> The patterns of intra-sentential code-mixing found are often rather different from one another. Much of the confusion in the field appears to arise from the fact that several distinct processes are at work:
> a. Insertion of material (lexical items or entire constituents) from one language into a structure from the other language.
> b. Alternation between structures from languages.
> c. Congruent lexicalization of material from different lexical inventories into a shared grammatical structure. (p. 3)

The followings are the explanations for each type of code-mixing.

a. Insertion

Insertion is a type of code-mixing that occurs when one language determines the overall structure into which constituents from another language are inserted. This type is illustrated in the following figure:
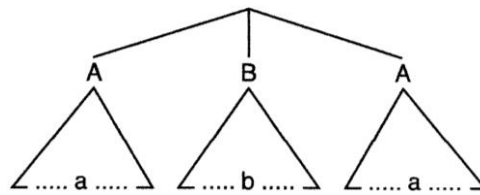
Figure 2.1
**The Insertion Pattern**
(Muysken, 2000, p. 7)

The figure illustrates that a single constituent **B** (with words **b** from the same language) is inserted into a structure defined by language **A**, with words **a** from that language. This type can be illustrated by the following Indonesian-English utterance that occurs when the Indonesian participant talks about the factors that affect the price of a ticket of a live NBA game. The sentence is as follows:

1) *Tergantung* team, *terus tergantung* event.
   (It depends on the team and on the event.)
                              (Cardenas-Claros & Isharyanti, 2009, p. 70)

In this example, the English words 'team' and 'event' are inserted into the Indonesian sentence.

b. **Alternation**

   Alternation is a type of code-mixing in which two languages occur alternately with their own structure. This type is illustrated in the following figure:
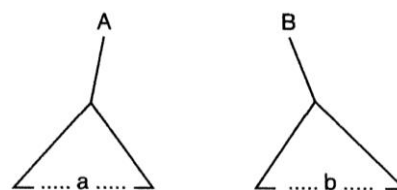
Figure 2.2
**The Alternation Pattern**
(Muysken, 2000, p. 7)

The figure illustrates that a constituent from language *A* (with words from the same language) is followed by a constituent from language *B* (with words from that language). The language of the constituent dominating *A* and *B* is unspecified. This type can be represented by the following English-Indonesian sentence that occurs when the Indonesian participant talks about a paper about sentence choice that he needs to submit. The sentence is as follows:

1) I mean, *ganti ke kalimat lain*.
   (I mean, change it to another sentence.)
   (Cardenas-Claros & Isharyanti, 2009, p. 70)

In this example, the Indonesian participant uses the English expression 'I mean' to introduce the rest of his utterance in his first language, that is Indonesian. Both languages (English and Indonesian) have their own language structure.

c. **Congruent lexicalization**

Congruent lexicalization is a type of code-mixing which refers to the situation where two languages share grammatical structures which can be filled lexically with elements from both languages. This type is illustrated in the following figure:
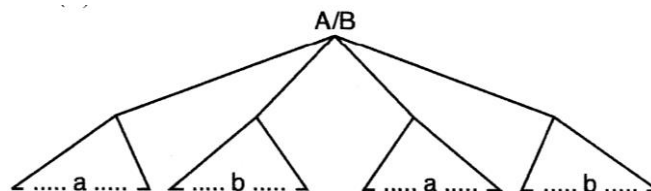
Figure 2.3
The Congruent Lexicalization Pattern
(Muysken, 2000, p. 8)

The figure illustrates that the grammatical structure is shared by languages *A* and *B*, and words from both languages *a* and *b* are inserted randomly. This type can be illustrated by the following Indonesian-English utterance expressed by the Indonesian participant to clarify that the software that he usually uses to convert his music file has expired. The sentence is as follows:

1) Software *gua buat* convert file wav *jadi* mp3 *gua uda* expired.
   (My software for converting wav files to mp3s has expired.)
                                        (Cardenas-Claros & Isharyanti, 2009, p. 71)

In this sentence, English and Indonesian share grammatical structures which are filled with the words from both languages.

Furthermore, there are many factors encouraging someone to do code-mixing in his communication. Beardsmore as quoted by Daulay & Sumarsih (2012) states, "Some factors that cause people do code-mixing are bilingualism, speaker and interlocutor, social community, situation, vocabulary, and prestige" (p. 12). In term of bilingualism, the ability of the speaker of using more than one language is a basic factor of code-mixing. Most of the world's population is bilingual or multilingual. In term of speaker and interlocutor, speaker needs interlocutor to communicate, and code-mixing can appear if both use and understand it well. In term of social community, most communities are bilinguals that use two languages in their interactions. In this case, an individual will be influenced by social community directly. Furthermore, in term of situation, code-mixing usually occurs in informal situations, such as daily conversations. In term

of vocabulary, the inability to find an appropriate word or expression in one language makes people change the word or phrase from one to another language. The last, in term of prestige, code-mixing becomes a style which is expected to be modern and educational speakers. Therefore, they mix some languages for prestige.

5. **Code-Mixing in Online Educational Advertising**

To get the consumers' attention, the advertising language should be creative, and code-mixing is one of the creative ways that the advertisers usually use in their advertising to attract the consumers' attention on their products. Leung (2010) says,

> Advertisement is usually packed with various distinguished elements like repetition, strategic word order, neologisms, superlatives, hyperbole and other creative non-standard use of language. Advertising language is highly stylized. Yet it has to work within a fixed set of restrictions such as legal matters and other what is deemed as more trivial issues such as space. With such limitations in mind, advertising language has to be so carefully crafted with the intention to manipulate and persuade consumers on lexical level with the combination of visual image. (p. 418)

Leung (2010) also states, "Languages used in advertising are never arbitrary. Words appearing in advertisement are decided very consciously. Mixing alien codes into domestic language thus serves a very specific purpose – selling" (p. 418). Furthermore, Leung (2010) explains, "English serves as an attention-getting device in the advertisement" (p. 420). It means, code-mixing in advertising has a role to attract the consumers' attention on the products.

In addition to attention-getting, code-mixing in advertisements is used for persuasion, innovation and creativity, prestige, technology, fun, and memorability. As stated by Shooshtari & Allahbakhsh (2013), "The reasons for using code-mixing in advertising are attention-getting, persuasion, innovation and creativity, prestige, technology, fun, and memorability" (pp. 87-92). Attention-getting is important in advertising because advertisements are not able to communicate with the audiences or the consumers without attracting their attention. Code-mixing in advertisements is also used to persuade the consumers to be interested in buying the products offered. Next, code-mixing has an important role as a source of linguistic creativity and innovation in advertisements. Furthermore, code-mixing in advertisements is used to give a value of prestige to the products or the brand name advertised. Another reason of using code-mixing in advertisements is technology. Technology is a very dominant context of bilingual or multilingual advertisements. Modernity and globalization have brought technology into everyday life including advertising. Code-mixing in advertisements is also used to create a sense of having fun. The last, code-mixing in advertisements is used for memorability. Code-mixing will be perceptually salient so that it becomes the attention-getter of advertisements. In conclusion, the reasons of using code-mixing in advertisements are attention-getting, persuasion, innovation and creativity, prestige, technology, fun, and memorability.

B. Study of the Relevant Research

This research is relevant to the research conducted by Gani (2013) entitled, "Indonesian-English Code-Mixing in Advertisement (A Study Conducted at Radio Stations in Gorontolo City)." The result of his research showed that there was code-mixing in radio advertisements. The most frequent type of code-mixing found in the radio advertisements was insertion that occurred 70 times (83.33%). Then, the second rank was congruent lexicalization that occurred 10 times (11.91%), and the last rank was alternation that occurred 4 times (4.76%). The previous research focused on analysing the types of code-mixing in radio advertisements, while the present research focuses on analysing the online educational advertising dealing with the use of code-mixing produced.

C. Framework

Code-mixing is the use of two or more languages in the process of communication by mixing one to another without changing the topic. This phenomenon occurs as the effect of mastering two or more languages. Code-mixing is usually done to ease the communication and to make the speech cool (for prestige).

This study analyses the online educational advertising dealing with the use of code-mixing produced. The use of code-mixing in the online educational advertising is categorized into attention-getting, persuasion, innovation and creativity, prestige, technology, fun, and memorability.

Through this research, the readers are expected to find out the benefits or importance of using code-mixing in online educational advertising.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with some aspects of methodology used to guide the present study. Several points to discuss are research method, data and sources of the data, research steps, data collection technique, research instrument, and data analysis technique. To complete the discussion, this chapter also presents place and time of the research.

A. Method of the Research

A content analysis is used in this research. Ary, Jacobs, Sorensen, & Razavieh (2010) state,

> Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analysed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. (p. 457)

Moreover, Fraenkel, Wallen, & Hyun (2012) say,

> Content analysis is a technique that enables researchers to study human behaviour in an indirect way, through an analysis of their communications. It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication. Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures–in fact, the contents of virtually any type of communication–can be analysed. (p. 478)

It means, content analysis is a research method used to analyse the written or visual materials. In this research, the content analysis is used to find out the online educational advertising dealing with the use of code-mixing produced.

B. Data and Source of the Data

Data in research refers to specific information obtained from the research subjects or the data sources. Fraenkel, et al. (2012) say, "The term 'data' refers to the kinds of information researchers obtain on the subjects of their research" (p. 111). The data of this research are the sentences containing code-mixing in the online educational advertisement. Meanwhile, the source of the data is an advertisement of English course on Facebook, an online social media or a social networking website.

C. Steps of the Research

This research is conducted with the following steps:

1. Formulating the problem and aim of the research.

2. Determining the data and the sources of the data.

3. Determining the technique of collecting the data.

4. Reading the online educational advertisements to identify the sentences containing code-mixing.

5. Analysing the data.

6. Making conclusion.

D. Technique of Collecting the Data

The data of this research are collected through documentation. Creswell (2012) says, "Documents consist of public and private records that qualitative researchers obtain about a site or participants in a study, and they can include newspapers, minutes of meetings, personal journals, and letters"

(p. 223). In this study, the data are collected by reading the online educational advertisements and identifying the sentences containing code-mixing in the online educational advertisements.

E. Research Instrument

In qualitative research, the researcher is the main instrument to collect and to analyse the data. Ary, et al. (2010) argue, "In qualitative studies, the human investigator is the primary instrument for the gathering and analysing of data" (p. 424). Moreover, Fraenkel, et al. (2012) say, "The researcher is the key instrument in qualitative research" (p. 426). Thus, the instrument of this research is the research herself.

F. Techniques of Analysing the Data

The data that have been obtained through documentation are analysed by using the qualitative data analysis techniques, including categorization, data display, and conclusion drawing. The explanations of each analysis stage are presented below:

1. Categorization

To describe the online educational advertising dealing with the use of code-mixing produced, the data obtained from documentation are categorized into attention-getting, persuasion, innovation and creativity, prestige, technology, fun, and memorability (Shooshtari & Allahbakhsh, 2013).

2. Data Display

In this stage, the data are displayed in an extended text and table.

This is in line with Miles and Huberman (1994) who state,

> Generally, a display is an organized, compressed assembly of information that permits conclusion drawing. The most frequent form of display for qualitative data is extended text. The displays include many types of matrices, graphs, charts, and networks. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusion. (p. 11)

3. Conclusion Drawing

In this stage, the researcher makes conclusion as the answer to the research question. Miles and Huberman (1994) say, "The third stream of analysis activity is conclusion drawing. From the start of data collection, the qualitative analyst is beginning to decide what things mean" (p. 11). In this research, conclusion is made to answer the research question.

G. Place and Time of the Research

This research was conducted at the researcher's home in May 2017.