

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, young generations with different backgrounds often choose novels as their way to seek entertainment. They tend to look for novels with plots that resonate with their own life, culture, and experiences. One of the novels that has this quality in the storyline is *Esperanza Rising* (2000), written by a Mexican-American author, Pam Muñoz Ryan. The story revolves around a young girl from a wealthy Mexican family, Esperanza Ortega, who encounters a tragedy that changes her life forever. The condition makes her live in a Mexican immigrant community in California during the crisis in the 1930s. Not only Esperanza, but there are also other characters with different backgrounds who are featured in this novel. From prominent families like Esperanza's to the lower-class farmworker families who labor for them, they are all forced to live in poverty side by side in a foreign country to earn a living.

This condition places the characters in a situation where they must adapt and survive in a foreign land with that has English-speaking environment. It gives rise to a linguistic phenomenon often referred to as language alternation in everyday conversations. Although they actually come from the same Hispanic community, there are still some differences in the context of economic backgrounds and life circumstances. These result in a unique influence on how and when the characters tend to do the alternation. This phenomenon is, not only relevant within the context of the novel, given that the events in the novel are drawn from the real world and

reflect the realities faced by bilingual and multilingual communities worldwide. This makes the novel important to study, particularly through a sociolinguistic approach, with the aim of understanding the function of language alternation.

According to Wardhaugh et al. (2015), the existence of a multilingual society creates a situation where people's language skills are not balanced. One can be very fluent in his/her first language but not good enough in the second and third languages. As a result, the use of different languages in the same environment gives rise to various linguistic phenomena. One of many examples of linguistic phenomena that is often observed is code-switching and code-mixing. Meanwhile, according to Holmes (2013), code is the language pattern that is influenced by social factors. Code-switching is often defined as the linguistic phenomenon involving a variety of discourses (Nazri et al., 2023). Furthermore, it can also be defined as the "juxtaposition of passages of speech" from two different grammatical systems (Gumperz, 1977). In contrast, code-mixing is simply defined as the insertion of one language into another (Gumperz, 1977). The similar definition results in debate among linguists and their varied terms (e.g., translanguaging, switching, mixing, alternation). These different terms are used to describe the same phenomena and are considered inconsistent. It means that code-switching and code-mixing do not have one definition (Gardner, 2009).

This is still relevant today because it often occurs in various multilingual communities, for example, the Hispanic community in America that attracts public attention from politicians, journalists, learners, and linguists (Suárez, 2017). In this community, the interchangeable use of Spanish and English creates a new term

called “Spanglish.” The term is used to refer to a mixture of the two languages that reflects the linguistic adaptation and dual identity of the Hispanics. Therefore, the analysis of both code-switching and code-mixing in the novel can provide insight into how the characters navigate between their Mexican heritage and their new American environment. The analysis allows the writer to explore the relationship between the character’s language choice and their identity. It clarifies how there is a process of adaptation to the new culture as well as preservation of their old culture.

1.2 Research Questions

This study has several research questions as follows.

- 1) What types of code-switching and code-mixing are observed in *Esperanza Rising*?
- 2) What are the factors that influence the use of code-switching and code-mixing in *Esperanza Rising*?
- 3) What are the motives behind the use of code-switching and code-mixing in *Esperanza Rising*?

1.3 Objectives of the Study

This study also has some specific objectives as listed below.

- 1) To explore the types of code-switching and code-mixing that can be found in *Esperanza Rising*.
- 2) To find out the factors that influence characters’ choice of doing code-switching and code-mixing in *Esperanza Rising*.

- 3) To reveal the characters' motives of doing code-switching and code-mixing in *Esperanza Rising*.

1.4 Scope of the Study

The scope of the study covers all characters' linguistic practices in code-switching and code-mixing. *Esperanza Rising*'s characters that are observed are Esperanza and her parents, Miguel and his parents, the people in the camp, and *Abuelita*. All of the selected characters are immigrants from Mexico who settled in America for labor. This study does not include the narrator's narrative and focuses only on examining the dialogues and monologues of the characters throughout the novel. The data give the writer direct access to the linguistic phenomenon without the narrator's interpretation.

1.5 Previous Studies

There are some studies on *Esperanza Rising*, such as those by Keeling et al. (2016), Barrera (2017), and Vismara (2018). These studies focus more on the semiotic analysis of the object. The first study by Keeling et al. (2016) analyzes social class mobility in novels as depicted through the concept of food and fruit. Meanwhile, Barrera's (2017) study compares two novels that both have an immigrant background, including *Esperanza Rising*, and focuses on social dynamics and discrimination in new environments. Lastly, the third study by Vismara (2018) focuses on the use and reflection on both English and Spanish to show their cultural identity as a literary device in adolescent Latino literature.

In relation to the first research question, some studies discuss the types of code-switching and code-mixing, such as the studies written by Andalusia (2021), Filkhiyami (2022), Novedo et al. (2018), Octavita (2016), Pratama et al. (2020), Rismawati (2016), Susilawati et al. (2023), and Yohana et al. (2020). Based on the results, various types of language alternation are found, for instance, intra-sentential, inter-sentential, and even lexical insertion. The distribution of these findings is also influenced by the different research objects, which are mostly novels, followed by direct speech and song lyrics.

Meanwhile, for the second research question, some studies that examine the factors of language alternation are mostly the same studies written by Andalusia (2021), Novedo et al. (2018), Pratama et al. (2020), and Susilawati et al. (2023). The findings from these studies indicate that there are various external factors that influence the use of language alternation by speakers. The factors found also vary, ranging from repetition for clarification, talking about particular topics, to expressing group identity.

In terms of the third research question, Andalusia (2021), Cruz (2017), Filkhiyami (2022), Rismawati (2016), and Suárez (2017) discovered that motivation is conceptually different from factors. Factors are conditions for language alternation that are influenced by the external environment, while motivation (function) is the pragmatic purpose (internal drive) of the speaker. The motivation of speakers to perform language alternation is dominated by prestige and the need to use certain terms because there are no similar equivalents.

Although there have been many studies that discuss language alternation, the writer has not found any study that discusses the types of code-switching and code-mixing, especially in *Esperanza Rising*. Some previous studies on language alternation share the same limitation by focusing more on one of the motives or factors that influence language alternation and analyzing it separately in different studies. Therefore, this study not only uses linguistic theories but also combines them with the concept of narratology. Through a more comprehensive analysis that considers various contexts, including types, factors, and motives, the findings are expected to provide a broader understanding of the term Spanglish, especially in literary works. It can also serve as a comparative basis for future research across genres and objects.

1.6 Significance of the Study

This study benefits by revealing how language also functions as a human mechanism to adapt. It has direct relevance to enhance the readers' understanding of the phenomenon of code-switching and code-mixing that occurs in a bilingual society. In addition, this study is also useful in developing educational strategies with linguistic dynamics in a society with diverse cultural backgrounds. With the main focus on the phenomenon of code-switching and code-mixing, this study can be used as a basis for the development of sociolinguistic theories by linguists because it is conducted by integrating various theoretical perspectives to enrich and validate the analysis.

1.7 Writing Organization

To make this study into a systematic research paper, the writer divides this study into four different chapters.

CHAPTER I : INTRODUCTION

This chapter consists of seven elements. These elements are the background of the study, research questions, objectives of the study, scope of the study, previous studies, significance of the study, and writing organization.

CHAPTER II : THEORY AND METHOD

This chapter contains the literature review of the theories and the research method that will be used. The theories used are Types, Factors, and Motives of Language Alternation by Charlotte Hoffmann. In addition, Charles F. Hockett's theory about the motives of doing code-mixing will also be used. The other theories are Tej K. Bhatia et al's theory of Factors that Influence Language Alternation and Narratology by Genette. Furthermore, this chapter will also discuss the Research Method that contains the Type of Research, Research Approach, Data

Source, Population and Sample, and Method of Data Collection and Analysis.

CHAPTER III

: RESULTS AND DISCUSSION

This chapter presents the findings of this research. Chapter three consists of the data collected based on the research questions. The data are displayed in tables that present the types and classification of motives and factors of language alternation phenomena found in the novel. Each table is followed by an explanation to give a better understanding of the results.

CHAPTER IV

: CONCLUSION

This chapter is the final chapter that consists of the conclusion of the analysis and suggestions for the next study.