

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

The theories are on sociolinguistics, Bilingualism, Code Switching, the Types of Code Switching, The Functions of Code Switching, The Reasons of Code Switching, and the related study.

##### **2.1.1 Sociolinguistics**

When people interact with others in society, anytime, anywhere they must use a language. Without a language, people will find some troubles when they do their activities and toward the others. No people or no society without a language. The role of a language among the people in this life is very crucial. Language is used by the human to speak in society. People use language to show their feelings, opinions, or idea. According to Holmes (1992:1), sociolinguistics is the study of language and society.

The word sociolinguistics contain of two words. First is society which means any group of people who are drawn together for certain purpose and the second is language which means the members of particular society speak ,wardhaugh (2006:1). Sociolinguistics is the study of kinds of language used is social context. There are so many phenomena to the function of language than can be found in our society. The common phenomenon than can be found is code switching. The phenomena exist because there is the social context which allows people who live in the communities to communicate in more than one language.

In this case, the researcher will focus on discussing codes switching used English teacher in State Junior High Schools 22 Surabaya.

### **2.1.2 Code**

In everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

A code is a system that is used by people to communicate with each other. When people want to talk each other, they have to choose a particular code to express their feeling. According to Stockwell (2002:8-9), a code is “a symbol of nationalism that is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and for different purposes.” Similarly, Wardaugh (2006:101) also maintains that a code can be defined as “a system used for communication between two or more parties used on any occasions.” When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. Therefore, people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes, sometimes in very short utterances and it means to create a code. From those opinions of the code given by many linguists above, the researcher can make conclusion that a code can be said as a language. The code is a form of

the language variation that is used by a society to make communication with other people.

### **2.1.3 Bilingualism**

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. When two or more language used alternately by the same speaker, it can be said that those languages contact each other. Events using two or more language alternately by a speaker called bilingualism, Wardhaugh (2006: 101)

People occasionally speak languages they master in daily use. When they know more than one language, they may use both of which in their conversation. People use more than one language that occurs in situation of social context, which is a situation where they learn a second language in their communities. In situation where a person learns a second language, they can be divided between the situation of language learning, language acquisition and people who learn the language.

There are three reasons why someone becomes bilingual, namely membership, education, and administration (Hoffman, 1991 : 3). The example of membership reason is the use of French by all European aristocracy to signal the membership of the elite. The example of education and administration reason is the use of English by Indonesians, Scandinavians, Germans, and Dutches in discussing their technologies, academics, or business. In many countries and

communities, bilingualism is a normal requirement for daily communication and not a sign of any particular reason (Hoffman, 1991 : 3).

#### **2.1.4 Code Switching**

In sociolinguistics, the speaker uses a term to perform language style which is called “code”. People also use code when they want to stress the uses of a language or language variety in a particular community. Wardhaugh (2002:100) stated that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or two mix codes even within sometimes very short utterances and thereby create a new code. According Holmes (1992: 50) stated that code switching occurs when the speaker shifted their language from one language to another. She also stated that code switching is a common term for alternate use of two or more language or varieties of language which can be functioned as sentences, clause, phrase or even a word.

In code switching, there are a number of possible reasons for the switching from one language into another language. First of these is the notion that a speaker may not be able to express him or herself in one language so switches to the other compensate for the deficiency. Second, switching commonly occurs when an individual wishes to express solidarity with a particular social group. The last is the alteration that occurs when the speakers wishes to convey his or her attitude to the listener.

### **2.1.5 Code Switching in Bilingual Class**

In bilingual class, code switching often comes into either in the teachers or students utterances. In classroom practice, teachers have been instructed to teach high quality of English. Classroom instructions are the most important thing for students because they have limitation of English proficiency in comprehending the lesson.

Hence, the declining level of English proficiency among students has brought about the need to find out how to solve the issue. Consequently, the teachers have been employing code switching as a means of providing students with the opportunities to communicate and increasing students understanding. Furthermore, Ahmad (2009) said the code switching helps to facilitate the flow of classroom instruction since the teachers do not have to spend so much time trying to explain to the learners or searching for the simplest words to clarify any confusion that might arise.

### **2.1.6 Type Code Switching**

Romaine in Susanto (2008:47) states that there are three types of code switching. Each of types is discussed below.

#### **1. Intra-sentential code switching**

Intra-sentential code switching concerns language alternation that occurs within a sentence or a clause boundary. Sometimes it includes mixing within word boundaries. Since intra-sentensial code switching occurs within sentence / clause/ word boundaries/ phrase. For example, A:

Dari jam sepuluh empat lima *tekan jam sewelas seprapat kan?* (From ten forty five to *eleven fifteen, isn't it?*) Sudarsono in Susanto (2008:50).

Another example is from Kamwangalu in Susanto (2008: 51-52)

A. :  **Ils viennent me chercher** mpo nakendana bango. (they are coming to pick me up)

B. : Tu vas dormir la-bas? (will you sleep there?)

A. : Oui. Ehh, nalobii,  **Passe-compose** ezelaka nihi o naFrancais? (Yes, eh (remembering something), I say, how do you make present perfect in French?)

B. : Yo okasinisi nihi. (what do you think?)

A. : Omoni,  **grammair' ang**o natanga kala.  **J' ecrivais a ma soeur heir mais mettre ca sur paiper** nakomi koluka. (You see, I studied French grammar a long time ago. Yesterday, I was writing to my sister but I couldn't remember how you make present perfect in French).

Further supported by Hoffman (1991) that it is the switch that occurs within sentence. It is often occurred when someone uses one language and suddenly switches into another language in a sentence.

## 2. Inter-sentential code-switching

Appel & Muysken in Susanto (2008:48) stated that inter-sentential codes switching is the switch involving movement from one language to other between sentences. This situation may also include a switch from a whole sentence or more than one sentence produced entirely in one

language. Inter sentential code switching may serve to emphasize a point made in the other languages in conversation.

The following examples shows inter sentential code switching from one language to another language:

- “ini lagu lama, tahun 60an. *It's oldies but goodies*, they say. Tapi, masih enak kok didengerin.”

It shows Indonesian bilingual switches from Indonesia to English (Indrawan, 2010: 76).

Further supported by (Hoffman, 1991:112) inter sentential switching is the switch from one language into another language which occurs between sentences or speech acts.

### **3. Tag switching**

Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in other language. Tags used easily inserted in speech at a number of point in monolingual utterance without break syntactic rules (Romaine in Susanto, 2008: 47). For example: oh, ya, saya tau. Di sebelah selatan sana tu, *ya?* (Oh, yes, I know, On the south side over there, isn" t that?) Johns in Susanto(2008:47).

Tag question may be used as a polite request or to avoid the impression of a firm order, for example, “jendela ditutup ya, sebelum tidur”. (shut the window, won't you, before you sleep).

Further supported by (Poplack in Hoffmann, 1991: 113) it is exclamation or tags which is serving as an emblem of the bilingual character. For example:

1. An adult Spanish-American English speaker

„. . . Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed.

(Silva-Corvalan in Hoffmann, 1991: 112)

### **2.1.7 The Function of Code Switching**

According by Matton and Burenhult (1999:61) in Sert (2005:2) there are three functions.

#### **1. Topic Switch**

In topic switch cases, the teacher alters his/her language according to the topic is under discussion, Sert (2005:2). this mostly observed in grammar introduction, that the teacher shift his/her language to the mother tongue of his /her students in dealing with particular grammar points, which are taught at that moment. The following example (the teacher switches from Indonesia into English) is code switching that has functioned as a topic switch:

- The direct speech become, when *langsung* subjeck, so *setelah* when *itu* he, *will berubah jadi* would.  
[ the direct speech become, after when is subject, so after when is he, will change into would]



The example shows that the teacher switched the language from English into Indonesian in order to make the students easier to understand the pattern of direct speech.

## **2. Affective Function**

Sert (2005, p.2) proposed that code switching also carries affective function that serve for expression of emotion. In this case, code switching is used by the teacher in order to build solidarity and intimate relations with students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. For following example:

- I will ask you one by one to tell about your past experience, don't be afraid?.*Jangan takut, ya sudah kalau begitu kalian tulis dulu di buku kalian.*

[I will ask you one by one to tell about your past experience, don't be afraid?.ok then, you just writes down your past experience in your book.]

This example shows that the teacher helps the students to enjoy the lesson by switching the language from English into her mother tongue. She or he tries to make the classroom situation more relaxed.

## **3. Repetitive Function**

Sert (2005:2) said that in repetitive function the teacher uses code switching in classroom setting in order to transfer the necessary knowledge for the students for clarity. The teacher code switches to mother tongue in order to clarify meaning. In this case, stresses are very important on foreign language content for efficient comprehension.

However, the tendency to repeat the instruction in mother tongue may lead the negative effect for the student. The students may lose interest in listening to the basic instruction which have academic consequence. She is the example of code switching which has repetitive function.

- And this, to lift the load, you need to ... have some effort or the force *Untuk mengangkat sesuatu kamu mesti gunakan tenaga*

[And this, to lift the load, you need to ... have some effort or the force to lift something you have to use force]

The teacher switches from English into Malaysia (then and Thing, 2009)

### **2.1.8 The Reason of Code Switching**

When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process. According to Hoffman (1992:116) there are a number of reasons for bilingual person to switch their languages such as, talking about a particular topic, quoting somebody else, showing empathy about something, interjection (inserting sentence fillers or sentence connector), Repetition used for clarification, expressing group identity, and intention of clarifying the speech content for the interlocutor.

#### **1. Talking About a Particular Topic**

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his emotional feelings in a language that is not his everyday language.

The case can be found in Singapore, in which English language is used to discuss trade or a business matter, mandarin for international' Chinese' language, Malay as the language of the region, and Tamil as the language of one of the important ethnic groups in the republic.

## 2. Quoting Somebody Else

People often quote word, sentence, and expressions that they like from well-known person sometimes, the quote from different language such as English wise word. The use it because they want to express and emphasize sometime to look better. For instance: saya lupa siapa namanya. What is a name? [I forgot who he is. What is a name?]. The example show popular quotation 'what is name?' by Shakespeare, well known poet, from England.

Another example is from Sudarsono In Susanto (2008:71)

A : jened, sampai pusat pak Rektor bilang maneh, "*sanguine wes onota?* Bang [ imitative verb adjunct with mak, usually used to refer to slimming the door], when I reached the center administration, Mr Rector said again, "*you have received the traveling funds, haven's you?*"

From example above is an instance of code switching which reasons as a direct quotation of another persons speech. Speaker a quotes the original speech from his rector's statement.

## 3. Showing empathy about something

People often switch their language to express empathy about something. In some cases using another language, English, is more convenient to show their empathy rather than using L1 such as Indonesian

(or vice versa). Moreover, the appropriate language usage is able to make the meaning stronger.

For instance: ‘semoga sukses teman. You can do it!’ [good luck my friend. You can do it!]. In this utterances, the friend wants to encourage his friends to be more confident and optimistic to do something.

#### **4. Interjection (inserting sentence fillers or sentence connector)**

Interjection is kind of sentence fillers or sentence connector that is frequently used by people naturally such as ‘By the way’, Anyway, Ans, etc. interjection is also called as a short exclamation like ‘Dam!, Hey!, Well, Look!, etc. For instance: By the way, *nanti malam kamu punya waktu nggak?*’ [ By the way. Do you have time to night?]

As an interjection includes exclamations or sentence fillers such as; *nah an lah*( *conceding the obvious*), *lho* (*an exclamation of surprise*), *anu* (*indicating hesitation*) and *tag questions*, for example (*i*) *yo toh, nggih toh* (Susanto, 2008:71)

#### **5. Repetition used for clarification**

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages that he masters to say the same messages. Frequently, a message in one code is a repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

## **6. Intention of Clarifying the Speech Content For the Interlocutor**

When bilingual or multilingual person talks to another bilingual or multilingual, there will be lots of code switching and code mixing occurs. It means to make the contents of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

## **7. Expressing Group Identity**

Code switching and code mixing can also be used to express group identity. The way of communication of academic in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

### **2.2 Related Studies**

The researcher focus used of code switching when the teacher was teaching in the class. Code switching can be useful strategy interaction if the aim is to make the meaning becomes clearer and to transfer the knowledge to students in an efficient way.

The researcher reviewed some related theories. There are some of studies about code switching. One of them is done by Sarwendah Puspita Dewi (2009). She is a student of Airlangga University. She has observed *Study Code Switching Among UKTK Unair members*. According to her study, the code choice especially code switching is not merely decided by the internal

linguistics, but also by external linguistics or components of speech. In conducting this code switching the writer uses Holmes code switching theory and Hymes components of speech.

The second is thesis from Niken kustanti (2009) *A Study of Code Switching and Code Mixing Used by the Presenter Empat Mata Show* talk show she observed that the languages used in the program are Indonesian and English. These two languages are used in turn. In empat mata the presenter speech in two languages, Indonesia and English to delivers means in this program.

The last in thesis from Riza Nisrocha (2011) *Code Switching Used by the Presenter of Gaul Bareng Bule Program on TRANS TV*. She analysis presenter of Gaul Bareng Bule, the presenter of the television program mixes English and Indonesian as her language style. That research was conducted to find code switching phenomenon which is produced by Cinta Laura program. She founds that there are two types of code switching used in Gaul Bareng Bule: inter-sentential code switching and intra-sentential code switching, and the functions of code switching used in Gaul Bareng Bule are to serve a quotation, to interject statement, to qualify or clarify a message, to specify an addressee, to reiterate and to carry out referential.

From some of the thesis the researched can conclude that the code switching used unconsciously or consciously. The researcher takes three researches of problems that English teacher for bilingual class at State Junior Highs School 22 Surabaya, there are type of code switching, function of code switching and the reasons of code switching.