

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the theories that are used in this analysis. The writer applies theories which are related to the study followed by review of previous studies on code mixing. The theories are very important for this research because the theories will be helpful in the analysing.

2.1 Sociolinguistics

A group of people who live in a community is called society. When people interact with others in society anytime and anywhere they must use a language. Without a language, people will find some troubles when they do their activities. Morley (2000:16) explains language represents the ways in which people as human can behave and perform a behavioral act.

Language is indeed closely related to society for society is the user of language, and also because language is a system that is used by society. This relation between language and society is called sociolinguistics. Yule (2010:253) said the study of the linguistic features that have social relevance for participants in those speech communities is called “sociolinguistics”. Holmes (1992:1) states:

Sociolinguistics studies the relationship between language and society. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community.

For Holmes's explanation above, we are able to give some example. For instance, the way people talk with a president is different when they are talking with a driver of public transportation. People will use the formal language and the respectful address form to a president but they can use no address form for a driver of public transportation. In conclusion, the way people talk is also influenced by social context that they are having.

In short, sociolinguistics is the study which is focusing on the relationship between the language and the people who use that language.

2.2 Bilingualism

2.2.1 Definition of bilingualism

Most people usually use more than one code and select code whenever they choose to speak to other people. In Indonesia, one society might use more than one language in their daily activity. For instance, when a couple get married and they move into his or her partner's region, they will use the language of the destined region in order to make the hearers understand what they are talking about.

The phenomenon of people who have more than one code

(language) is called bilingualism. Bilingualism is the use of two or more languages by people in their interaction with others and begin with the ability to produce complete meaningful utterances in the second language (Bathia and Ritchie: 2004, p.21-25). Heler (2006:170) also states that bilingualism is the use of more than one language by a single speaker which relates to ethnicity or the nation. The bilingual people often use the second language in their daily activities in order to communicate easily. Housen (cited in Auer and Wei: 2007, p.104) explains:

The average person who uses a second language for the needs of his or her everyday life. The user is situated somewhere in the middle of the proficiency continuum, with users of the Basic Variety on one end and users which are undistinguishable from native speakers of the target language on the other end. The users are typically adult bi- and multilinguals, who are generally no longer actively learning the second language in a formal setting.

The bilingualism is also related with a speech community. When people become members of communities and they have more than one language with characteristic, they will make a speech community. A speech community is a group of people who share a set of norms and expectations the use of language (Yule: 2010, p.253).

2.2.2 Types of bilingualism

Weinreich (cited in Ritchie and Bhatia: 2006) distinguishes three types of bilingualism based on the dimensions of how two or more linguistic codes are organized by individuals. They are compound

bilingualism, coordinate bilingualism, and subordinate bilingualism.

Compound bilingualism is people who learn about two languages in the same environment (Rosaria: 1990). This occurs when both parents are bilingual and both parents speak to the child in both languages.

Coordinate bilingualism occurs when speaker belongs to different cultural communities that do not frequently interact. The speaker learns two languages in different context. Each word belongs to one specific concept and has its own meaning. This can be seen when two parents have different mother tongues and each parent speaks only his or her own mother tongue to the child. In response, the child constructs two separate linguistic systems and handle each of them easily.

Subordinate bilingualism occurs when one language predominates on the other. The meanings and concepts in the second language are understood with the help of words from the first language.

2.3 Code mixing

Code-mixing occurs when lexical items and grammatical features of two or more languages appear in one sentence (Muysken, 2000). Trudgill and Dittmar (2004:858) states mixed languages emerge in situations of widespread bilingualism and typically function as in-group language. According to Li (1998; 2000), code-mixing refers to any admixture of

linguistic elements of two or more language systems in the same utterance at various levels: phonological, lexical, grammatical and orthographical.

In addition, Bhatia and Ritchie (1999) define code-mixing as follows:

Code-mixing refers to the mixing of various linguistic units (words, phrases, clauses, and sentences) primarily from two participating grammatical system across sentence boundaries within a speech event. In other words, code-mixing is inter-sentential and may be subject to some discourse principles. It is motivated by social and psychological factors. (p. 244).

In communities, mixing codes also occurs in daily conversation since this is a common phenomenon in which two or more languages are used. For instance the bilingual society often uses two languages or two varieties. They mix another language as signal of community and share the style to their group. It happens because sometimes many people do not realize and pay attention when they mix a code.

Code-mixing is a phenomenon that often ensues in Surabaya's multilingual society, which produces mixed languages. It has already been found that the phenomenon of code-mixing does not only exist in conversations among language users in Surabaya but also occurs in sentences used in on-line social networks such as facebook fanpage.

2.4 Part of speech

2.4.1 Word Class

Words are traditionally allocated to one of the following range of

word classes (Morley, 2000:40). There are noun, pronoun, article, verb, adjective, adverb, preposition, conjunction and interjection.

a. Noun: noun is a word used to name a person, animal, place, thing, etc.

Nouns are traditionally divided into the classes proper and common.

Proper nouns denote the name of entities which have unique reference. Sometimes, we write a proper noun with a capital letter, since the noun represents the name of a specific person, place, or thing. Common nouns refer to entities which do not have unique reference. They are divided into two classes. There are countable and mass nouns. Countable nouns denote entities which can be counted or are countable using ordinary numbers such as two *books* and three *maps*. Mass nouns are nouns which cannot be counted such as *warmth*, *happiness*, *furniture*, *rubbish*, *milk*, *enlightenment*. So, for example, if milk is added to milk, we merely have more milk, not two milks.

b. Verb: it can express processes which can be classified in one of three broad ways. Firstly, they can denote actions, such as *walk*, *draw*, *watch*, and *work*. Secondly, they can record events, such as *occur*, *collapse*, and *melt*. Lastly, they can refer to states or conditions such as *seem*, *like*, *feel* (ill), and *sound* (noisy).

c. Adjective: modifies a noun or a pronoun by describing, identifying,

or quantifying words. An adjective usually precedes the noun or the pronoun which it modifies.

- d. Adverb: it can modify a verb, an adjective, another adverb, a phrase, or a clause. Also many adverbs can also be modified for comparison or degree, such as *tunefully, more tunefully, most tunefully*.
- e. Preposition: prepositions have the feature of being accompanied, indeed normally followed, by a completive element in the form of a (single or multiple word) phrase or a clause. For example, *inside the house* and *after visiting the museum*. Sometimes the preposition itself is separated from the completive element and placed at the far end of the clause, such as *Which port are we travelling from?*
- f. Conjunction: conjunctions have been seen as grammatical connectors and are classified into two types, there are coordinating and subordinating conjunctions. Coordinating conjunctions have a purely logical connective function and the principal ones are *(both ...) and, but, (either ...) or, (neither ...) nor*. For example, *Neither Jim nor Ken can come*. Subordinating conjunctions are much more numerous and include, for example, *after, although, as, because, before, if, since, until, unless, whether, while, when, where, that, so that, in order that*, etc. For example, *She left after the vote had been taken*.

- g. Interjection: Interjections are typically described as those words which are used to express the speaker's exclamation or emotional reaction but which have no further lexical content. They include words like *oh*, *wow*, *aha*, *etc.*

2.4.2 Phrase Class

A phrase involves a group of two or more words, but nowadays Morley (2000:62) states phrase is regarded as a grouping of one or more words which focus around a head word element and which together perform the grammatical role which in other circumstances could be expressed by a single word. There are seven phrases classes according to Morley (2000).

- a. Nominal phrase: the nominal phrase has a noun or pronoun as its head word. The head word may be a pronoun as well as a noun such as *they are on holiday*.
- b. Verbal phrase: verbal phrases have a verb headword, which is a main verb. It may be preceded by an infinitive particle *to* and/or one or more auxiliary verbs. In the case of phrasal verbs, the main verb is followed by an adverbial particle, such as *starts, started, to start, etc.*
- c. Adjectival phrase: adjectival phrases have an adjective headword. They may be modified (premodified) by a preceding adverb and

qualified (postmodified) by a following adverb, prepositional phrase or subordinate clause, such as *quick*., *quicker than me* *very quick*, *etc.*

- d. Adverbial phrase: adverbial phrases have as their headword an adverb, for example *quickly*, *fairly quickly*, *quite quickly enough*, *more quickly than me*, *etc.*
- e. Prepositional phrase: the prepositional phrase comprises a preposition as the head word plus a second, complement or completive element which is integral to the structure of the phrase, for example *from off the shelf*, *to by the tree*, *etc.*
- f. Subordinator phrase: it cannot be used as a phrase on its own, such as *only if*, *even though*, *etc.*
- g. Genitive phrase: genitive phrases are perhaps most readily associated with marking possession, such as *Jim's car*. It is also variously known as possessive phrases or genitive noun phrases such as *David's sister is here*. Also they can typically be substituted by a possessive pronoun, such as *His sister is here*.

2.5 The reason or motivation in using code mixing

When code mixing occurs, there are reasons for a speaker to mix their languages. Holmes (1992) listed four reasons for speaker mix their

languages:

- 1) Participants: A speaker becomes a part of a conversation by using familiar or foreign language when speak to another speaker such as when a new participant of the conversation arrives. The participants use code mixing to their partner because they have certain will and goal. Viewing from the personality of the participant, there are will and goal of code mixing such as the speaker who wants to change the situation without any information in time and space (Holmes, 1992:41).
- 2) Affective function: People may change codes because they are angry (swearing in a language the other people do not understand) or when they want to achieve amusement or dramatic effect (poking fun at someone by imitating him or her). “A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee. Even speakers who are not very proficient in a second language may use brief phrases and words for this purpose” (Holmes 1992: 41).
- 3) Status: This is concerning social roles and status differences between people, such as teacher and students, etc. Therefore the person with the higher social status has the choice of using formality or informality when addressing other persons of lower social status. But

the person with the lower social status uses only formality when addressing a person of higher social status.

- 4) Talking about a particular topic: speakers may find different topic when discuss about something. Sometimes they change the topic of discussion to get the comfortable thing in their communication. People may also mix a code to discuss a particular topic. This happens especially within bilingual communities, e.g. when “certain kinds of referential content are more appropriately or more easily expressed in one language than the other” (Holmes 1992: 44). This type of switching includes switches for the purpose of quoting people as well as proverbs or well-known sayings – uttering these in their original wording helps to preserve the precise message content and may also signal ethnic or status identity.

A speaker has motivations to mix their language. Bathia and Richie (2004) listed four reasons for speaker mix their languages:

1. Social roles and relationships of participants: Participants’ roles and the dynamics of their relationships play a crucial role in bilinguals language. The participant mix the language which reflects the nature of the social relationships that they perceived.
2. Situational factors: the social factors such as class, religion, gender, and age can influence language mixing behaviour.

3. language attitudes: Language attitudes are opinions, ideas and prejudices that speakers have with respect to a language.
4. Message-intrinsic considerations: Language mixing is also a function of additional linguistic and pragmatic considerations. There are quotations, reiteration, and message qualification.
 - a. Quotations: quotation or reported speech triggers language mixing or switching among bilinguals cross linguistically.
 - b. Message qualification: Frequently, mixing takes the form of a qualifying complement or argument as exemplified by the disjunctive argument and the adverbial phrase respectively in the following sentences.

Slovenian-German (Gumperz, 1982, p. 60)
 Uzeymas ti kafe? Oder te?
 ‘Will you take coffee? or tea?’
 - c. Reiteration: The message expressed in one language is either repeated in the other language literally or with some modification to signify emphasis or clarification.

2.6 Facebook Fanpage

Facebook is a social network website that allows its user to socialize and share information about them. Users can sign up on the website with a valid e-mail address and create a profile page, upload

photos, share links and videos and connect with people. One of the main applications in facebook is facebook fanpage. This provides varieties information in accordance with the wishes of its owner, ranging from corporate, education, services, physical products, artists, and many other communities. Thus, facebook fanpage has become the social network on the Internet and a vital communication tool globally.

2.7 *Jancok Kata-Kata Kota Kita (JK4) facebook fanpage*

Jancok Kata-Kata Kota Kita is cultural community association site of Surabaya, established in 2009. It is one of popular community fanpages in facebook which has more than 169.725 members. The most members of this fanpage are from teenagers of Surabaya. This fanpage is made to answer Indonesia society's curiosity about the '*jancok*' word which is thought by some people that *jancok* is the negative word. Whereas *jancok* is not has negative word, it can be same with *woles* word that means slow or calm, but *jancok* have been previously famous than *woles*.

The *jancok* word has characteristic which is always used in this fanpage. It is combined by some words or phrases or sentences that contain a joke such as *koen gak pantes guyu cok soale koen lek guyu mirip wedus lek disikati untune!* (you should not smile *cok*, because your smile is like goat when it brushes its teeth), *jancuk your eyes bitor (jancuk!*

your eyes are blind), etc. Since many people of Surabaya think that *jancok* is the negative word, this joke is used to make that word become usual word in Surabaya which can be said by many people in their daily activities.

The word *jancok* has many versions; there are four meaning and the causes using *jancok* word:

First is Holland colonialism version, it is fancy term among Eurasians 1930s that is *yantye ook* means 'you too'. Their words were spoofed by *arek-arek* Suroboyo native becomes *yanty-ok*, if we spoken that sound like *Jancok*. This word become native laughingstock, and grew to be verbal abuse. Second is the arrival of Arab traders' version, it is said that the word comes from *Da'Suk*. *Da '* means you leave something, and *assyu'a* means ugliness, combined into *Da'Suk* which means leaves the ugliness. Since the accent of *arek* Suroboyo, it is pronounced *Jancok*. The third is Japanese colonialism version, the word comes from the era of romusha *sudanco* which means come quickly, since youth of Surabaya was upset then spoofed by *dancok*. The last is village *palemahan* version, as the oldest village in Surabaya, *palemahan* had his own claim that the original word was born from this village. *JANCOK* is the acronym of *Marijan ngencuk* (sexual intercourse). Marijan is palemahan residents are fond of free sex (<https://www.facebook.com/asliJANCOKER/info?ref=stream>).

There are many kinds of status in this fanpage, those are *parikan cok*, *intermisuh*, and *story by blak-blakan*. *Story by blak-blakan* becomes the most favorite status in this fanpage, since it is the only status which switch and mix between Javanese and English language in written utterance. These code switching and mixing have been interesting reason to conduct this research. The first is the author and readers of this status

are Javanese, but they are able to mix and switch their code in interesting way such as *hey square head (ndas kotak) mreneo!* (Hey square head comes here!). As we know that, Surabaya people often use impolite word when they say to others; here the author and readers try to change the impolite word by mixing and switching into English without alleviating the style of Surabaya language.

The next reason is that most of the status are mixed and switched between Javanese language and English language that never appear in other fanpage of cultural community association site of Surabaya, like *Cak Cuk: Kata-Kata Kota Kita*, *Jancok Kata-Kata Surabaya*, *Anti Bonek Jancok*, and *Jancuk surabaya*. Those writers of facebook fanpages mostly used Bahasa Indonesia and Javanese language when posted the status.

2.8 Story by blak-blakan

Story of blak-blakan is a status in the form of online written utterances. The writer made this *story by blak-blakan* to entertain the readers of *Jancok Kata-Kata Kota Kita* facebook fanpage. These tell about the story of Surabaya people in doing their daily activities which always show their attitude of using *jancok*, *gatelisasi*, and *asu*. Those words are always mixed by words or phrases in English such as your mouth, your eyes, etc. The writer wrote the problem that is faced by each

character in the beginning of the story. The characters who are mostly used by the writer are *Paimo*, *Supri*, and *Paijo*. There are also the supporting characters; they are *Emak*, *Bakul*, and the police.

2.9 Related Studies

There are many studies that have been done by others concerning code switching and code mixing. The writer believes the studies by M. Ilham Nuraminudin (2007) and Neny Isharyanti (2007) have correlation with this study in the term of problem, research method, and findings.

2.9.1 “Code Switching and Code Mixing Used by The Members of www.chip.co.id” by M. Ilham Nuraminudin (2007) student of State Surabaya University.

Code Switching and Code Mixing Used by The Members of www.chip.co.id by M. Ilham Nuraminudin in 2007 analyzes the causes and the forms of code switching and code mixing in www.chip.co.id which is used by its members. The language that is used by its members is English and bahasa Indonesia. In his research, he used qualitative method and Wardhaugh's theory to find some causes of code switching and code mixing in www.chip.co.id. There are similarity between M. Ilham Nuraminudin's study and the writer's study. Both of researchers use the same topic and method.

2.9.2 " Code Switching and Code Mixing in Internet Chatting: between 'yes', 'ya' and 'si' A Case Study" by Neny Isharyanti (2007) student of Satya Wacana Christian University.

Beside Neny Isharyanti's study, in conducting this research the writer is based on the other study on code switching and code mixing; *code switching and code mixing in internet chatting: between 'yes', 'ya' and 'si' a case study* in 2009 analyzes code switching used by the chatting user. She examined the occurrences of code switching and code mixing in an environment-based chat room. She collected the data from the chat room conversations of twelve English non-native speakers from Spanish and Indonesian backgrounds and those data were collected during two months period. There is similarity between Neny Isharyanti's study and the writer's study. Both of researchers use the same topic.