

CHAPTER II

REVIEW OF RELATED LITERATURE

Refer to background of study to make this research over, the writer would to talk about *Bilingualism, Code Switching, Type of Code Switching, Language Classroom and Teacher Talk* below.

A. Review of Related Theories

1. Bilingualism

Almost people in society or community have two or more languages; they enabled to use it in a conversation to send a message, this ability called by bilingualism. In line with what Myers-Scotton (2002:30-31) stated:

...monolingual speakers are put into an environment that prompts them into another language and bilingual sometimes switching from one language to other language in the middle of conversation or even the same sentence.

It means that the person who has two languages they can switch their language, it can be in the middle of conversation or even the same sentences. In a general way, almost Indonesian has bilingualism in their own mother tongue or Indonesia itself. They can use all of their language to make a conversation to other. In an English education itself, usage of two languages often used and practiced by subject in the class (teacher and their students), it will be intended to make a language classroom more active in teaching and learning, so that both language same active what those are English and Indonesian. In line with that, Baker

(2006.p.3.) stated that “a bilingual person can use two different languages, she suggests that some bilingual are active in both of languages.

2. Code Switching

Talking about code switching, it can be separated from bilingualism, both of them are interconnected. Code switching only can be done by people who have bilingualism in their language and people who have bilingualism enable to switch their language during conversation. Related to that Myers-Scotton (1993a:3) stated that “code switching is the selection by bilinguals or multilingual of forms from an embedded variety (or varieties) in utterance of a matrix variety during the same conversation”. For example: Ibad is Indonesian, he came from East Java and when he met Zen also Indonesian (he comes from Central Java) both of them making conversation with Javanese, but sometimes they use their second language (Indonesian) in a middle of sentences, it can be intended to Zen and Ibad fluently to catch what their talking about, because Javanese between East Java and Central of Java are different one to another sometimes. Related to that Crystal (1987) suggests below;

Code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language.

This type of alteration, or code switching, between languages occurs commonly amongst bilinguals and may take a number of different forms, including alteration of sentences, phrases from both languages succeeding each other in switching.

Different from theories had been stated, Ronald Wardaugh (2006), “code switching when People, then, 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 even within sometimes very short utterances and thereby create a new code in a process”. In the same book Gal (1988, p. 247) said, “code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations. So in writer opinion, code switching more than strategy to make easy when communicate, but code switching is a form of utterances that have bilingual people to communicate with the reason to understand what they said.

Code-switching is a common phenomenon that people use to convey a complete idea. When students are unable to conceive an appropriate word within a limited amount of time, code-switching, in some cases, allows them to express themselves more fluidly (Weinreich, 1970). Not only in social community, but also in the process of Education (teaching and learning process) code switching also happens, what it is in a classroom between teacher and students or

outside of classroom between all of subject in the school area. Angel M.Y. Lin (2008) stated that “classroom code switching refers to the alternating use of more than one linguistic code in the classroom by any of the classroom participants (teacher, students, teacher aide)”. This theory was more completed by Weng Pei-Shi in his (her) thesis stated as follow:

L1 is effective in some courses related to some complex concepts. However, if the course is related to the goal of communication, such as oral practice, the teacher can try to reduce the use of L1 and then encourage students to use L2 in class even they would make some mistakes. But basically, code-switching is still a strategy teachers can try to use to help learners.

As we know, there are copies of research studies arguing that the strategy of code-switching can be a useful tool in assisting English language teaching and learning process. Code-switching helps the senders transfer the information to the receivers effectively (Skiba, 1997). Thus, code-switching has positive effect on learning processes. On the other hand, Ellis (1994), Cook (2001), and Richards and Rodgers (2001) who are specialized in second language acquisition stated that although the exposure to the target language (L2) can help learners to achieve success, this exposure may not always work effectively in every context. There are still lots of factors affecting the learning success. For example, English-only classroom would lead to frustration and anxiety because the learners cannot get enough and proper comprehensible input. Based on above arguments, code-switching could be a strategy used by teachers to help learners. Various positive functions of code-switching, such as explaining new vocabulary, grammar, and new concepts and

relaxing learners would improve the learners' comprehensible input during the learning process (Ahmad & Jusoff, 2009).

3. Type of Code switching

Code switching as a form or pattern, it also code switching has some types. There are some theories stated by expert, like what Saville-Troike (2003) distinguished the type of code switching into two, there are *Inter-sentential* and *Intra-sentential* switching. In other theories, Poplack (1980;18:581-616) stated that, there are three types, *tag-switching*, *inter-sentential switching*, *intra-sentential switching*. (Hudson, 1996:52-53; Wardhaugh, 1986: 102-103; Istiati. S, 1985; Blom dan Gumperz 1971) in his research sated that types of code switching are *Methaporical* and *Situational* switching, Situational switching involves change in participants and/or strategies while metaphorical switching involves only a change in topical emphasis. Mutmainah (2008: p. 45-46) stated below;

Situational code switching adalah adanya perubahan bahasa yang terjadi karena adanya perubahan situasi. Seorang dwibahasawan menggunakan satu bahasa dalam satu situasi tutur dan menggunakan bahasa yang lain pada situasi tutur yang lain. alih kode jenis ini dinamakan situational code-switching karena perubahan bahasa-bahasa oleh seorang dwibahasawan selalu bersamaan dengan perubahan dari satu situasi eksternal (misalnya berbicara kepada anggota keluarga) ke situasi eksternal lainnya (misalnya berbicara dengan tetangga). Alih bahasa jenis ini terjadi terutama disebabkan oleh latar dan topik. Selain itu, umur, seks, pengetahuan penutur, status, sosial, dan kesukaan menentukan pula terjadinya alih kode. Dengan demikian, kaidahkaidah sosial budaya merupakan faktor yang dominan.

(Situational code switching is language switch happened due to change of situation. A bilinguals use language in some situation and switch it when he (she) in different situation. This is called by situational code switching, because the alteration was done by bilinguals similar from change of external situational factor (for example when talking to our family) to another external situation (talking to our neighbor). Generally, this code switching happened because of background and topic. In addition to that, age, sex, education background, social status and ethnic were dominant factor that influenced code switching.).

Metaphorical code-switching yaitu ketika sebuah perubahan topik membutuhkan sebuah perubahan bahasa yang digunakan. Alih kode ini terjadi apabila penutur merasa bahwa dengan beberapa kata atau kalimat yang diucapkan dalam bahasa lain, maka ia dapat menekankan apa yang diinginkan sehingga akan mendapat perhatian dari pendengarnya.

(*Methaporical code switching* happen when topic switch need some alteration of language used. This code switching happened when speaker feel with some word or phrase expressed in another language may make listener more understandable what the speaker want to)

Lin (1990) categorized code-switching according to Halliday's point of view---clause, rather than sentence is the basic unit of code-switching. Therefore, he suggested two types of code-switching, which are alternational and insertional switching. Alternational switching belongs to intra-clausal switching while insertional switching is interclausal.

In the present study of Code switching in EFL classroom, Poplock's division of code switching, inter-sentential, intra-sentential and tag-switching, also Saville and Troike division is adopted and defined below.

3.1. Inter-sentential Code Switching

Saville-Troike (2003) and Poplack (1980) stated that *Intersentential* switching consists of language switches at phrasal, sentence, or discourse boundaries. For example in Poplack's research: a speaker may finish his thought concerning how schools should increase their funding for music programs in Spanish, and then begin his subsequent thought regarding a college football game in English "Y yo pienso que todos los estudiantes deben aprender a tocar un instrumento ('and I think that all the students should learn to play an instrument'). So, did you see the football game last night?"

3.2. Intra-sentential Code Switching

According to Poplack (1980) and Saville-Troike (2003), *Intrasentential* code switching involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation. For example in her research: "Sometimes I'll start a sentence in Spanish y termino en español" [Sometimes I'll start a sentence in Spanish and finish in Spanish].

So, what are the differences between two of them? To make easier to understand it, writer thinks that *Intersentential* have a characteristic, it's a must to finish the sentence and then begin the

new one with different language (sentences should have full stop [.]). Whereas *Intrasentential* have a characteristic, in the sentence speaker directly switch their language and the sentence is in current topic.

3.3. Tag-Switching

According to Poplack's research, *tag-switching* also included type of code switching, because this type also has a character of tag (e.g. You know, I mean, right, etc.), it's easier to understand than the type before. For example in her research: "I look like Lilica, you know, nunca paro!" (I look like Lilica, you know, I never stop!).

4. Teacher Talk and Language Classroom

One of the purposes of learning language is for communication, so there are some ways for keeping students' opportunities to the exposure of the target language: "teacher should speak English for the majority of the time so that the students are constantly exposed to how English sounds and what it feels like" (Harmer, 2007: 179). For organizing the lesson clearly, teachers have to be able to choose the appropriate words and clear examples or illustrations. Besides, presenting the information more than once may increase students' understanding of a certain topic. In language classroom, teachers' voice is one of the most influential aspects on the success of teaching and learning. How teachers speak, what their voice sounds like, and what kinds of language they use have a

crucial impact on classes. The kind of language used by the teacher in the process of teaching is known as teacher talk (TT) (Indrafi, 2011:10).

Teacher Talk also has been connected with code switching in English Foreign Language (EFL) classroom, because almost teacher in classroom use their mother tongue in talking to their students in some aspects so that their students can understand the material had been extended by the teacher. Like what Littlewood (2009:45) was said, many teachers use the learners' mother tongue in talking to their students. This may often necessary decision, in the interest of organizing the lesson clearly and efficiently. His mother tongue they used in a EFL it is likely supports and influences how success what they done in teaching and learning process. The using of mother tongue as their L1 and also their L2 (can be English and Indonesian) is likely as language election that include in alteration of language or code switching.

As the important thing in language classroom, TT has function to reach the goal, to send information to students, because of that Teacher Talk has some features, there are:

a. Teacher' Explanation

One of the teacher's jobs is to mediate such new material so that it appears in a form that is most accessible for initial learning (Ur, 2009: 11).

Ur (2009) called this kind of mediation as "presentation", but this mediation may also be called as explanation. People may acquire

new language without conscious presentation/explanation on the part of a teacher. This phenomenon happened when we learnt our first language, but in teaching and learning foreign language it is quite difficult for learner to learn a new language without instructional intervention.

In EFL classroom teacher' explanation is likely implied other language, not only English, but also they used their mother tongue or their L1 (Indonesia), it can be intended so that what they are talking about be understandable to their students, so in this case teacher as the mediator in teaching and learning process. For example when the teacher is explaining the structure of sentence, they explain like this:

Teacher: *Well Students*, ada yang tau bentuk *tenses* dari kalimat ini?

Students:

Teacher: Yes right, *tenses*-nya simple past.

This phenomenon called teacher tag-switching, when the teacher was giving explanation, they used some tag phrase where tag phrase they used is followed by L1, and it's called by tag-switching.

Ur (2009:16-17) proposed Guidelines on giving effective explanations and instructions:

1) Preparation

Some teacher may feel more confident when he prepares the material before he explains to the students. Some teacher should thinking for a while about the words they will use,

the illustrations they will provide, and so on; possibly even writing these out.

- 2) Teachers should ensure that they have the class's full attention
- 3) Presenting the information more than once
- 4) Being brief
- 5) Illustrating with examples
- 6) Getting feedback

b. Teacher' Feedback

Providing feedback to learners on their performance is important aspect of teaching. "Feedback is information that is given to the learner about his or her performance of a learning task" (Ur, 2009: 242).

Feedback can be either positive or negative and may serve not only to let learners know how well they have performed but also to increase motivation and build a supportive classroom climate (Yan, 2006:20).

Bloom (1976) cited feedback as the teaching behavior most consistently related to student achievement. Feedback commonly means receiving knowledge of result. However, knowing the response is right or wrong is not sufficient for learning. Many

research studies demonstrated that knowledge of right or wrong answer alone had little or no effect on improving learning. In his theory of school learning, Bloom (1976) emphasized that the students' needs to know the corrective procedures to be taken.

When giving feedback to students, teacher is likely to include words of praise and reinforcement or criticism. Most are important psychological tools and must be used carefully by the teacher. Praise can encourage the development of a positive self-concept, which should increase a student's motivation to learn, to participate and to become more self-directed. Reinforcement can take on many forms. It can range from praise using one word such as "good" or "great," to using students ideas, to nonverbal types such as a smile or pats on the back. Similarly, criticism can range from verbal chastisement because of failure to perform well, to nonverbal looks of disgust and annoyance (Kindsvatter, 1996: 56).

Feedback has two main distinguishable components: Correction and assessment (Ur, 2009: 242).

1) Teacher' Correction

Correction helps students to clarify their understanding of meaning and construction of the language. One of the crucial issues is how correction is expressed: gently or assertively, supportively or as a condemnation, tactfully or rudely. Ur (2009: 248) points out; we should go for encouraging, tactful

correction. The learner has reliable intuitive knowledge about what kind of correction helps most, that is, learner preferences are on the whole a reliable guide. So teachers have to be careful when correcting, if teachers do it in an insensitive way, the students will feel upset and lose their confidence. What kind of correction teachers think is best and learners find most useful? A good deal of teacher sensitivity is needed here. Generally, the teachers always adopt the following techniques to correct students' errors (Ur, 2009: 249):

- a) Does not react at all.
- b) Indicates there is a mistake, but does not provide any further information about what is wrong
- c) Says what was wrong and provides a model of the acceptable version. That is -- explicit correction
- d) Indicates something was wrong, elicits acceptable version from the learner who made the mistake (Self-repair)
- e) Indicates something was wrong, elicits acceptable version from another member of the class
- f) Ask the learner who made the mistake to reproduce the corrected version
- g) Provides or elicits an explanation of why the mistake was made and how to avoid it.

And then, it is more valuable pointing out that it is just as important to praise students for their success, as it is to correct them when they fail. Teachers can show their praise through the use of encouraging words and noises ('good', 'well done', 'fantastic', 'mmm,' etc.), when students are doing really well. But praise should not be over used because when becomes devalued and therefore meaningless. Praise is only effective if students know what they are being praised for – and when they themselves believe it is merited (Harmer, 2007: 98).

2) Teacher' Assessment

Assessment is one important thing in the teaching and learning process. Generally, assessment was done by the teacher to the students with a purpose to know what the students success take the information given. In line with that Yan (2006:22) cited that "Assessment refers to the tools, techniques and procedures for collecting and interpreting information about what learners can and cannot do".

A percentage grade on an exam would be one example; or the response "No" to an attempted answer to a question in EFL classroom; or a comment such as "Excellent" at the end of a written assignment (Ur, 2009:242). Whenever teachers give

assessment on the students, they should not forget that the purpose is to help and promote EFL learning.

Therefore, teachers' talk should be full of approval and encouragement besides confirmation. The following lists some words and phrases when teachers evaluate students' performance.

2.1 Confirmation

(a) Good

Right; yes; fine; you are right; that is correct; you have got it.

(b) Excellent

Very good; terrific; well done; good work; marvelous; you did a very good job.

(c) That is perfectly correct

There is nothing wrong with your answer; what you said is right; that is exactly the point; I couldn't have given a better answer myself.

(d) No, that is wrong

Not really; unfortunately not; I am afraid that is not quite right; you can not say that, I am afraid; you can not use that; not quite right.

2.2 Encouragement

(a) That is better

That is much better; that is more like it; you have improved a little; you have very good pronunciation; you read fluently; you have made a lot of progress; you are getting better.

(b) Try it again

Try again; have another try; you were almost right that time; almost right; not exactly; you have almost got it; take it easy; there is no need to hurry; go on; have a guess if you don't know; maybe this will help you; well, err...

(c) Don't worry

Don't worry about ...; I'll help you; maybe this will help you.

The teacher should avoid the following grumbles as much as possible in EFL classroom.

(a) That wasn't very good

That was rather disappointing; that wasn't up to much; I am not satisfied with that; that is awful/ terrible.

(b) You can do better than that

Can't you do better than that; when you try this again, I expect you to...; the next time you do this, I want you all to...; this is the last time I shall tell you.

(c) You fool

Idiot; you stupid idiot; I have never heard anything so ridiculous; what a load of rubbish

It's up to the teacher what he/she want to express to the students about how well or bad done during teaching and learning process, but in writer opinion phrase (like *you fool, you idiot, you stupid, you are so ridiculous, etc.*) should not to be spoken to EFL classroom in Indonesia, because it's so giving offense. Expression of sympathy more valuable, for example: *...I like your answer, tapi.... I think it's grea idea, mungkin kamu juga sebaiknya...*

B. Previous Studies

The research of sociolinguistic is one of study that is many linguists interested, because of phenomenon in a society or community is always change (dynamic). Research about code that conducted by the researcher, that is N. Tanner (1972), K. Chidambaram (2000), Jiening Ruan (2003) and Haesook Han Chung (2006).

Tanner (1972), he researched in a small community of graduate students and their family in America, in this research Tanner descripted that they were able to use nine languages, Indonesian in an academic purposes they used English, but in a daily life they prone to use Indonesian.

In the dissertation research, K. Chidambaram (2000) titled “*A Sociolinguistic Study of Code Switching Among the Cochin Tamils*”, he concluded that code switching in Cochin was a switching from one language to other language, from one dialect to other and also from one register variation to others. Beside that he also wrote that they used two languages.

Ruan (2003), in his research titled “*Study of Bilingual Chinese/English Children's Code Switching Behavior*”, he concluded that the children’s were switching their language is a way how to find out the functions of language, like social function, pragmatic function and meta-linguistic function. Beside that Ruam also in agreement with Ira and Naeyc (1998) explained that children that have different language and different culture, they can bring different perspectives and also they have many abilities, include of code switching ability. That abilities are able to understand the concepts of their tasks until to speak with the other, read and write.

Code switching is a communicative strategy in a bilingualism have been researched by Chung (2006) entitled “*Code Switching as a Communicative Strategy: A Case Study of Korean-English Bilinguals*”. The data came in from the video recording of the first bilingual adult generation Korean-English and two children of Korean-English. By the qualitative data analysis he concluded that code switching formed by the relationship between speaker to the listener. Beside that he concluded that code switching is a communicative strategy to facilitate interfamily.

In Indonesia, code switching research also has been researched by many researcher, they are Maryono and Poedjosoedarmo (2002), Qanitah Masykuroh (2005).

Study entitled “Penggunaan Kode dan Alih Kode dalam Wacana Siaran Radio FM di Yogyakarta”. done by Maryono and Poedjosoedarmo (2002), they concluded that generally, code switching happened because of the program characteristically relaxive and calmly. The broadcaster can switch their language whenever they want not to committed in a rule of language. Beside that they explained that there are some factors influenced their code switching like the material in their broadcasting, the speaker opponent, etc.

In Masykuroh (2005) researched about “Pengunaan Bahasa Pada Anakanak Yang Tinggal dan Sekolah di Pondok Pesantren Al-Amin Sukoharjo”. She explained that

“hampir seluruh anak-anak di pondok pesantren tersebut adalah dwibahasawan. Mereka menggunakan bahasa Jawa sebagai bahasa pertama dan bahasa Indonesia sebagai bahasa kedua. Bagaimanapun juga, anak-anak tersebut tinggal di sebuah pondok pesantren yang mengharuskan mereka menggunakan bahasa Indonesia sebagai bahasa mereka sehari-hari. Analisis menunjukkan bahwa macam-macam kode yang digunakan oleh anakanak adalah dalam format bahasa (bahasa Indonesia dan bahasa Jawa), tingkat tuturan (ngoko, madya, dan krama), dan gaya (formal, nonformal, dan singkat). Perbedaan fungsi antara bahasa Indonesia dan

bahasa Jawa tidak terlalu jelas. Seringkali anak-anak menggunakan bahasa Indonesia dan bahasa Jawa dalam berbagai kegiatan sehingga banyak terdapat alih kode dan campur kode dalam tuturan mereka yang memiliki berbagai fungsi”.

“almost all of them is bilingual, so they are used more than one language to communicate in daily life. So they used code switching in daily life, because no limitation functions between Indonesian and Javanese”.

Whereas, code switching in education also had been conducted by researcher, its being interested topic when the researcher finding some fact that language community (sociolinguistic) not only happens in social community, but also in education (classroom). It happened among teacher, students, staff, etc. in this case writer compiled some study conducted before.

Olcay Sert (2005) researched about code switching in his journal titled “ The Functions of Code Switching in ELT Classroom”. He concluded that With respect to all points mentioned above, it may be suggested that code switching in language classroom is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way.

Wei as the researcher in code switching also concluded that code switching of students indicate using L1 in class can help them understand complex concepts and reduce anxiety. On the other hand, from the

teacher's perspective, it is necessary to use L1 in class but still the teacher need to pay attention to the goals of each course. L1 is effective in some courses related to some complex concepts. However, if the course is related to the goal of communication, such as oral practice, the teacher can try to reduce the use of L1 and then encourage students to use L2 in class even they would make some mistakes.

So, from all of research above this present study is different in place, research problem and also the subject and it will make this present study different.