

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher discusses the theories that are related to code, code switching, type of code switching, reasons for code-switching, code-switching in language classroom and previous study.

#### **A. Review of Related Literature**

##### **1. Code**

Before the researcher discusses code switching, it is important to know about what code is. Saville-Troike (1989:58), defines code as communication system between two or more speakers across languages. It means that code is a tool for people to communicate in at least two or even more languages.

An almost similar opinion is stated by Wardhaugh (1998:86). He says that code is a system agreed which is used by at least two people. Code is instrument to make an interaction. Code is defined as languages or a variety of language.

According to Stockwell (2002:8), a code is a symbol of nationalism is used by people to speak or communicate in a particular language, or dialect, or register, or accent, or style on different occasions and different purpose.

Code as language means the system agreed by people to communicate with another. It refers to some languages used by bilingual or multilingual members of the society. Code as variety of language refers to style shifting in one language, for example: the use of speech level in Javanese language. There are three kinds of speech level. They are *karma*, *ngoko*, and *madya*. Their use depends on some social and cultural dimensions, such as age, sex, social class, and relationship between the speakers.

From review of literature above, the researcher concluded that the definitions of code as an instrument of communication across languages.

## **2. Code Switching**

People in the bilingualism and multilingualism situation often change language or variety of languages. This situation depend situation or the need for communication. This phenomenon is called code switching.

Code-switching may be defined as the passage from one linguistic code to another one within the same discourse or, to be more precise, according to Gumperz (1982) “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”. It is a widely observed

phenomenon especially seen in bilingual or multilingual communities, from single family units to huge social groups.

Code-switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles. The term of code switching has also been used about different styles within the same language, for example formal and informal speech between monolinguals, but in the field of bilingualism and multilingualism it is used to refer to the alternate uses of two languages Romaine in Yletyinen (2004).

Code switching is a phenomenon which is limited to bilingual or multilingual situations. It can only be found in bilingual or multilingual speech community. Code switching occurs when a bilingual uses an alternative way between two or more languages during his/her speech with another bilingual. It is because bilingual people tend to switch the code from one language to another, especially when the languages they know are used in their environment. It means the use of code switching depends on the speech community.

When a conversation happens among bilingual people, a dominant language play an important role in accessing their two own languages, for example two English department students who are in a conversation about grammar lesson. As students of English department, they know how to speak Indonesian and English. When

they are talking, they can switch the language from Indonesian to English or from English to Indonesian during their speech in order to get better understanding about Indonesian language rather than English as a second language they study.

Based on the analyzing the theories of code-switching the researcher can make conclusion that code switching is refers to linguistics behavior of a bilingual speaker who subconsciously shift from speaking one variety to another variety.

### 3. Types of Code Switching

Some authors have discussed different types of code-switching.

Poplack (1980) explains the types of the code-switching as below:

- a. Inter-sentential code-switching which involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language. This type is situation of code-switching between sentences without inserting new information. Example of this is: “I don’t really like Indian food, *tapi kalau mau coba, ayo.*” [“I don’t really like Indian food, but if you want to try, let’s try it.”]

The example of this in teaching and learning process:

Teacher : Now, I have a question. Do your parents encourage you to study hard?

Students : Yes... No...

Teacher : Yes or no? How? *Apakah orang tua kamu mendorong kamu untuk belajar dengan giat?*

Students : *Ya...*

It is a code switching because the utterances shows that the teacher switches from English to Indonesia. “*Apakah orang tua kamu mendorong kamu untuk belajar dengan giat?*” considers to inter sentential switching because it occurs at clause/sentence boundary when one clause being in one language, the other clause in the other. Based on the previous sentence, the students do not response because they do not understand. By switching the sentence into Indonesian, the students understand what the teacher means.

- b. Extra-sentential or tag-switching which involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language, e.g. “you know”, “I mean”, from one language into a clause or sentence in a different language. Since tags are subject to minimal syntactic restrictions, they may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. The example is “*Rumah yang biru itu, you know*”. [That blue house, you know.]

The example of this in teaching and learning process:

Teacher : Yes, it is right,*kan*? Please check the picture we have.

It is a code switching because the utterance shows that the teacher switches from English (*Yes, it is right*) to Indonesian (*kan*). This code switching which is existed in the last sentence

is an insertion of a tag from one language into an utterance which is entirely in one another language. So, these utterances can be classified into extra sentential.

- c. Intra-sentential code-switching which involves switches of different types occurring within the clause boundary, including within the word boundary.

For example: *diopen*. [“opened”]

“*Kio ke six, seven hours te school de vic spend karde ne, they are speaking English all the time. [“Because they spend six or seven hours a day at school, they are speaking English all the time”]*”]

The example of this in teaching and learning process:

Teacher : Translate the first paragraph. *Cukup* the first sentence and the second sentence.

It is a code switching because the utterance shows that the teacher shows that the teacher switches from English (*Translate the first paragraph*) into Indonesian (*cukup*), then into English again.

The word “*cukup*” has a meaning “only”. This code switching occurs within the clause boundary, including within the word boundary. So, these utterances can be classified into intra sentential code switching.

Furthermore, Bloom and Gumperz (1972) distinguished between two forms of code-switching:

- a. Situational code-switching: where alternation between varieties redefines a situation. Here, the use of a certain language is connected to certain situations, with certain participants, in certain places, in certain social situations a speaker uses one language. For example: a person uses a different form of speech to converse with his/her friends in a café than to converse with other members of his colleague in a meeting.
- b. Metaphorical code-switching: where alternation enriches a situation, allowing for allusion to more than one social relationship within the situation. Here, the conversation situation does not change, but the participants, by using different languages, allude to different possible roles they can assume within the conversation.

Myers and Scotton (2006:241-242) distinguishes between two other types, namely, between classic and composite code-switching.

- a. Classic code switching includes elements from two (or more) languages varieties in the same clause, but only one of these varieties is the source of the morph syntactic frame form the clause.
- b. Composite code switching is bilingual speech in which even though most of the morph syntactic structure comes from one

of the participating languages, the other language contributes some of the abstract structure underlying surface forms in the clause.

The researcher used three types of code switching, they are extra sentential, inter sentential switching and intra sentential. This theory is used by Poplack (1980) in the book of Harmer and Blanc.

#### **4. Reasons for Code Switching**

When speakers switch their languages, there might be reasons for it. Kim (2006) suggests some reasons for code-switching. For example, some bilinguals switch their languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. According to him, code-switching can also be used for many other reasons, such as quoting what someone has said and thereby emphasizing one's group identity, specifying the addressee or in the other words: switching to the usual language of a particular person in a group will show that one is addressing that person, qualifying that has been said, or talking about past events.

Skiba (1997) i.e. the first of these is the notion that a speaker may not be able to express him/herself in one language so switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of



code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who does not speak the second language. The final reason for the switching behavior is the alteration that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching.

Wiradisastra (2006) stated the cause of code-switching commonly as: 1) speaker, 2) listener or interlocutor, 3) the third speaker presence, 4) the changing from formal situation to informal situation or conversely, and 5) the changing of the conversation topic.

According to Hoffman (1991:115-116), there are six reasons why people use code switching.

a. Talking about particular object

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 their emotions,

excitements, or even anger in a language that is not everyday language.

b. Quoting somebody else

People sometimes like to quote a famous expression or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks.

c. Being emphatic about something (express solidarity)

Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something. People sometimes prefer expressing his/her feeling by using his/her second language to his/ her first language because depending on their appropriate selected word, but sometimes he/she prefer talking to use he/she second language.

d. Interjection

Hoffman suggested that language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally. They have no grammatical value, but speaker uses them quite often, usually more in speaking than writing.

e. Repetition used for clarification

Hoffman said that when a bilingual wants to clarify his/her speech so that it will be understood more by listener, he/she can sometimes use both of the language that he masters saying the same utterance.

Frequently, an utterance in one code is repeated in other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize an utterance.

f. Intention of clarifying the speech content of interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman, there will be lots of code switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

g. Expressing group identity

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

## **5. Code-switching in Language Classroom.**

Some experts, who are in favor of the applications of communicative techniques in the language teaching environment, oppose any form of native language use during classroom instruction. Contrary to this, supporters of the use of native language in the form of code-switching, suggest that it may be an effective strategy in various aspects. Following the ideas of these two ideas, some weak and strong sides of the use of code-switching in foreign language classroom settings will be mentioned as follow.

Cook (2002) handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. So, at this point it may be suggested that the students should share the same native language, if code switching will be applied in instruction. Another point to consider in this respect is that the competence of the teacher in mother tongue of students also plays a vital role, if positive contributions of code switching are expected.

In supporting the existence of code switching in language classrooms, Skiba (1997) suggests that in the circumstances where code-switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code-switching stands to be a supporting element in

communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning. In other words, this phenomenon in general lead to the idea that the use of code-switching somehow builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently.

## **B. Previous Studies**

In this part the researcher presents some relevant studies previously conducted by other researcher. The source in the form of Thesis, the first is “Code Switching Used by English Teacher in Teaching and Learning Process at MTsN MODEL Trenggalek”, the second “Code Switching Performed by English teaching in Teaching And Learning Process in Zumrotus Salamah Primary School” and the third is “An Analysis of Code Switching Used by English Teacher in Teaching Learning Process at Second Grade Of MA Darul Hikmah Tawang Sari, Kedungwaru, Tulungagung”. It will explain below:

The first is Lestari (2013) that thesis consent on the code switching used by English teacher in MTsN MODEL Trenggalek. The result of her study shows that there kind of types code switching. There are six types of code switching in used English teacher in MTsN MODEL Trenggalek in teaching and learning process those are: (1) inter-sentential switching (2) intra-sentential switching (3) emblematic switching (4) establishing

continuity and also (5) situational code switching (6) metaphorical code switching. The motivation underlying code switching performed by English teacher in MTsN MODEL Trenggalek in teaching and learning process those are: (1) talking about particular topic (2) being emphatic about something (express solidarity) (3) repetition used for clarification (4) intention of clarifying the speech of content for interlocutor and (5) to soften or strengthen request or command.

The second is Amik (2015) analyzed of code switching performed by English teaching in teaching and learning process in Zumrotus Salamah Primary School. He found that the result of the study shows that there are three kinds of code switching generally performed by English teacher, they are (1) extra sentential code switching (2) intra sentential code switching and (3) inter sentential code switching. Then, he found that there were three reasons why the English teacher performed code switching in teaching and learning process, they are switching was used as a role or procedure in Cambridge primary school, (2) code switching was used to make English as the habit for the students in English environment, and (3) code switching was used to confirm to the students whether the students have already understood or not in teaching and learning process.

Izza (2015) analyzed code switching used by English teacher in teaching learning process at second grade of MA Darul Hikmah Tawang Sari, Kedungwaru, Tulungagung. He found two types of code switching that used by teacher in teaching and learning process. They are

intra sentential switching and inter sentential switching. He also found the teacher's purpose in using code switching would be categorized into two categories first based on the teacher's reasons. There were the purpose: (1) to make the students more understand about the material, (2) to help the teacher to know the students understanding or not in the material, and (3) to give feed back to the students. For the second purposes was based on Hoffman theory. There were: (1) interjection, (2) repetition used for clarification and expressing group identity, and (3) expressing group identity to strengthen commands or request.

The previous researchers above have similarity with this research. They mostly describe about the types, functions and advantages of the use of code-switching. All the researchers above agree that the existence of code-switching in the language classroom should not be evaded. It can be a good device in maintaining classroom interaction. This research tries to raise the awareness of the lecturer in using code-switching in classroom, especially in speaking class. Besides that, this research is not only to find out the types of code switching, but also to interpret the lecturer's factors which triggered in using code-switching in speaking class.