CHAPTER II

LITERATUR REVIEW

A. Theoretical Framework

English could often be heard and seen everywhere: in the classroom,TV, radio, movies, magazines, novel, the tourists around us, and teaching and learning process.Because of the language contact among people happened by hearing and seeing, English is able to be switched whether spoken or written. The fact that people can use more than one language encourages them to switch languages whenever they speak. "Switching between two or more languages, or language varieties, in the contex of a single conversation" is what it called code switching (Amelia, 2013, p.30). Code switching is a branch of sociolinguistics. According to Amelia (2013), "sociolinguistics is the field that studies the relation between language and society, between the uses of language live"(p.1). Here, some terms related to code switching:

1. Sociolinguistics

Sociolinguistics is a branch of linguistic which investigates the variation of language and society. Just regional variation of language can give a lot of information about the place the speakers identity form. Refnaldi (2017) defines that sociolinguistics meansthe study of language in relation to society (p.10)". While in addition, sociolinguistics is the study of language use within or among groups of speakers (Wardhaugh,

2006, p. 119). It discusses the various function, variety or reason of language in community. According to Aliyah&Fitriyani (2016)"Sociolinguistics includes every aspect of language which is related to social context or interaction, social class, education, immigration and bilingualism, nationalism, language planning, and varieties of language" (p.84). They also stated that "sociolinguistics is the study of what kind of language used in social context" (p. 84).It is "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 community, and the way people signal aspects of their social identity through their language (Holmes, 1992, p.1).While another researcher states:

> Sociolinguistics is the field that studies the relation between language and society, between the users of language live. It is a field of study that assumes that human society is made up of many related patterns and behaviors, some of which are linguistics.Sociolinguistics studies how languages are used for social purposes informing in turn the study of the social functions of language and grammatical description. It studies how social factors influence the structure and use of language. (Amelia, 2013, p. 1).

Here, the researcher can also concludes that sociolinguistics is study of language phenomena or language variety in relation to society. It is the study of what society do with their language, it is their attitude. These following components above relate to sociolinguistics: as a branch of linguistics, study about language and the use of language and in social

and cultural context. Or sociolinguistics describe about: Who speaks, what language (what language variety), to whom, when, and to what end.

2. **Bilingual and Bilingualism**

Bilingualism refers to the use of two languages by individual or a speech community. If a speaker is fluent in two languages, they are said to be 'bilingual'. Commonly, bilingual person is able to use two languages for birth because of cultures or environment. It is not necessary for them to be equally fluent, but at least they should be very competent in the second language. Margana (2016) states "Bilingualism refers to the use of two or more languages in a series of communicative events (spoken and written form) which may or may not be equal on the grounds that a bilingual may perform better in one language compared to another language" (p.367).

According to Hamers & Blanc (1989), "Being bilingual means being able to speak two languages" (p.6). It means bilingual is an individual who speaks two languages almost equally. While, Bilingualism is explained by as either the capability to speak naturally and fluently in more than one language in all aspects of life, or the ability that clear the language users with minimal competence in a second language to squeeze into the bilingual category (Zirker, 2007) in (Hamad & Abdely, 2016).

There are some bilinguals who get their ability when they are still children. They get it from their family or environment. Other bilinguals get their ability when they were in adulthood. They get it as the product of

education. They get their second language after their first language. For example are the English teachers at State Vocational High School 1 Rengat.

On the other hand, since the teachers or participants of a bilingual community, they have to be able to set a condition where they can communicate effectively. This condition leads them to do code switching.

3. Code Switchingand Code Mixing

a. Code Switching

Many experts have given clear definition of code switching and its difference from other terms. Among them is Poplack (1980), whostates that code switching is "The alternation of two languages within a single discourse, sentence or constituent"(p.583).Mujiono (2013) have also argued that "Using two or more languages within an utterance is called code switching"(p.48).Cantone (2007) also stated" Code switching is said to occur during a conversation from sentence to sentence, or within a sentence" (p. 57). From another point of view Meisel cite in Cantone (2007) stated:

> "Code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth, and to chance languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific

grammatical constraints" (Meisel cite in Cantone, 2007, p. 57).

Hymes have also noted "Code switching has become a common term for alternate use of two or more languages, varieties of a language, or even speech styles (Hymes, 1974, p. 103).it is "The phenomenon of moving distinct varieties" (Meyerhoff, 2006, p. 117).

In daily life we can find code switching used by bilingual person. For example, in bilingual situation, in language class, we often see an English teacher switch a language to teach her/ his students a new language. It is almost impossible, if the teacher uses one language in her/ his communication without influence from her/ his first language.

The meaning of code switching above can be concluded as two or more languages or codes uttered by speaker in conversation or discourse. In this study, the meaning of code switching is the use of two languages in an utterance or conversation. It is because the researcher observes the use of code switching during the lesson. In this case, the languages that are used are Indonesian as the formal language and English as the target language.

b. Code Mixing

Many sociolinguists have stated the definition of code mixing in their own way. Based on Amelia (2013)" Many scholars apply code mixing to denote the format linguistic properties of said language contact phenomena (p. 32)". It means code mix linguistics units from one language into another. For example code-mixing among Spanish–English bilinguals (Pfaff, 1997) cite in (Wardhaugh, 2004, p. 108).

Estaba training para pelear.
'He was training to fight.'

Todos los Mexicanos were riled up.
'All the Mexicans were riled up.'

Estaba training para pelear.
'He was training to fight.'

According to Pfaff (1997) cite in Wardhaugh (2004) "Code-switching sometimes called code-mixing or intra-sentential code-switching (p.108)" it means code mixing can also be called intra sentential code switching or code switching.

Based on the statements above, we can conclude that first, code mixing is the use of two or more languages at a time. Second, it entails transferring linguistic units from one code

into another. Last, code mixing also can be called intra sentential code switching or code switching.

c. The Differentiation between Code Mixing and Code Switching

Many scholars use both terms of code switching and code mixing as the same thing or to show the same practice of using two or more languages while others say different thoughts. "Code-switching can also called code-mixing (Wardhaugh, 2004, p.101). Based on stated above it means we can use the term code switching and code mixing to show the same practice of using two or more languages. While Amelia (2013) has stated:

> "Some scholars use either term to denote the same practice while others apply code mixing to denote the format linguistic properties of said language contact phenomena, and code switching to denote the actual, spoken usages by multilingual persons" (Amelia, 2013, p.32).

Based on the statement above it can be conclude that some people or scholars use both terms of code switching and code mixing to denote the same practice while others state code switching and code mixing is different; code mixing mixes the linguistic units from one code into another while code switching switch from code A to code B.

4. **Types of Code Switching**

There are four types of switching or scope of switching where language takes place. Amelia (2013) and Aulia (2017) state different types of switching, they are tag switching, inter sentential switching, intra sentential switching and intra word switching. While Dulm (2007) cited in Aliyah (2016) states different types of code switching, which are tag switching, inter sentential switching, intra sentential switching. First, it is tag switching. Tag switching is the switching of either a tag phrase or a word. Second it is called inter sentential switching. Inter sentential switching occurs happened on the sentence level on a boundary between clauses or sentences. Third, it is called intra sentential switching. Intra sentential switching is the switch within a sentence or a clause. The last, intra word switching happens within a word itself.

The researcher analyzed the types of code switching (Inter sentential switching, intra sentential switching and tag switching) that used by the English teachers at State Vocational High School 1 Rengat. The writer considered this because it usually happen in teaching English by the English teachers at State Vocational High School 1 Rengat. The teachers usually use one or more languages in one sentence of communication that different from the word or languages. The explanation and the example of the types of code switching:

a. **Tag Switching**

First, it istagswitching. "Tag switching is the switching of either a tag phrase or a word, or both from one language to another"(Amelia, 2013, p.32). Tag switching is at the bottom of the scale. This includes interjections, fillers, tags and idiomatic expressions. Tags are separated words or phrases that were not related syntactically to the rest of the utterance. The occurrence of a tag do not break any grammatical rule.

"The konsep of language learning strategy refers to Oxford's *theorykan !"* (Kusati, 2014, p. 178).

b. **Inter Sentential Switching**

Second itis called inter sentential switching. "Inter sentential switching occurs outside the sentence or the clause level"(Amelia, 2013, p.32). It means that is happened on the sentence level on a boundary between clauses or sentences. Therefore, the switche units are larger part.

"Student : We try Miss … we only present the example of strategy in our daily life, *bukankah begitu yang harus dilakukan, Miss ?"*(Kusati, 2014, p. 178).

c. **Intra Sentential Switching**

Third it is called intra sentential switching. "Intra sentential switching occurs within a sentence or a clause" (Amelia, 2013, p.32). This type of code switching is maybe the most complicated

type among the three. It combine the grammar of each language. The speaker knows how these two languages interacted and, thus, is able to avoid ungrammatical utterances

"I think ' *ndak mangarati do buk !',* I have asked my friends" (Kusati, 2014, p. 178).

5. **The Function of Code Switching**

In this part, the researcher will discuss the function of switching codes.People do code switch within their speech or writing. There are many functions of code-switching in the teaching-learning process. According to Fachriyah they are some functions of code switching:

"Clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing of a language element, making inferences, developing vocabulary, class discussions of student' tasks, giving feedback, aiding memorization, class management, and entertainment and general communications"(Fachriyah, 2017, p.151).

However, the function of code switching given by Hoffman (1991), they are as follow:

a. Talking about a particular topic

People sometimes like to switch codes in talking about a particular topics. In a language that is not the language used by a speaker, he or she occasionally feelsmore comfortable to express their emotions, excitements, or even anger.

b. Quoting somebody else

Generally, people liketo quotes popular expression or says some popular figures (Hoffman 1991).

c. Being emphatic about something

Usually, when someoneis talking using a language that is not his mother tongue suddenly wants to be emphatic about something.He/shewill switch their languages from his second language to his first language (Hoffman, 1991).

d. Interjection (Inserting sentence fillers or sentence connectors)

Sometimes, people can mark their utterance connector in language switching and language mixing among bilingual or multilingual. It may happen unintentionally or intentionally (Hoffman,1991).

e. Repetition used for clarification

The listenerwill understand more when a bilingual wants to clarify his/her utterances, sometimes he or she will switch their languages to say the same utterance (the utterance is said repeatedly) (Hoffman,1991). Repetition is done to align the meanings in two different languages.

f. Intention of clarifying the speech content for interlocutor

There will be lots of code switching that occured when a bilingual person talks to another bilingual.It will make the content of his or her speech works well and can be understood by the hearer (Hoffman,1991). The use of code switching becomes the means that the speaker uses to confirm or clarify their meaning of communication.

6. **Reason and Factors for Code Switching**

Code switching may come up for a number of reasons. For example, some bilinguals switch their languages when they cannot find proper words or utterances or some bilinguals switch their languages because they want they listeners to understand.

> "If an item has been acquired in one language but not yet in the other, thechild may use the one device he/she has available to express a certain lexical or grammatical meaning, if an item temporarily unavailable, the subject is likely to resort to anequivalent form in the other language or what he/she thinks one, if an item is more complex, or less silent, in one language, the youngb ilingual may make use of the corresponding one from the other and if the child exposed to switched input he/she will often respond with switched production" (Hoffman, 1991, p.107).

Hoffman (1991) presents the factors from his statements that cause to code switching. There are at least three factors: language input, the linguistics development, and the general cognitive development. First Language input means what the people study about the language whether from imitating it or even studying it in the class. By getting a lot of language input it help them in language output. "A child mix language output, thus forcing him to look for the correct item or try to paraphrase

what he wants to say" (Hoffman,1991, p.108). It means by having a lot of language input when people mix their languages it help them in language output by paraphrase what they want to say.

Second the linguistics development, every time people speak to other people especially in their second language they must learn new thing whether it language itself or how to choose an appropriate word, clause or sentences in an appropriate situation. It is language development."The longer and more complex the child's utterances become, the better he will be able to distinguish his two codes, as he becomes more familiar with them"(Hoffman, 1991, p.108).

The last general cognitive development, Vihman states "the importance of cognitive development for language separation at some length, particularly the interplay of the child's increasing general awareness and his growing perception of two language systems" (Vihman, 1985) in (Hoffman, 1991, p.108).

B. Relevant Research

There are some researchers that have studied about the code switching analysis. They are Aulia, F. A.(2017), Aliyah, N. and Fitriyani (2016), and Mujiono (2013).

Aulia, F. A, (2017) have conducted a study entitled "Code Switching and Code Mixing in Teaching- Learning Process" in her study, it was found that some various English words wereswitch into the sentences in Indonesian. The most commonly used parts of speech in the sentences is noun, adjective, verb and interjection form. In this research, there are four types of code switching, they are: tag switching, inter sentential switching, intra sentential switching and intra word switching. The writer also found the reason of using code switching, they are: To convey his / her attitude, talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor, expressing group identity, be triggered into speaking in the other language for a while, well known/ popular English expression, lack of good equivalence of meaning in Indonesian, emphasize the message, inject humor, arousing attention, hedging, showing respect and expressing opposition.

Meanwhile, Aliyah, N. and Fitriyani (2016) in their study entitled "A Descriptive Analysis of English Indonesian Code Switching Spoken by the Teacher in the First Grade of MTsN Model Makasar" have showed thatthere are two types of code switching based on its aspect, they are grammatical
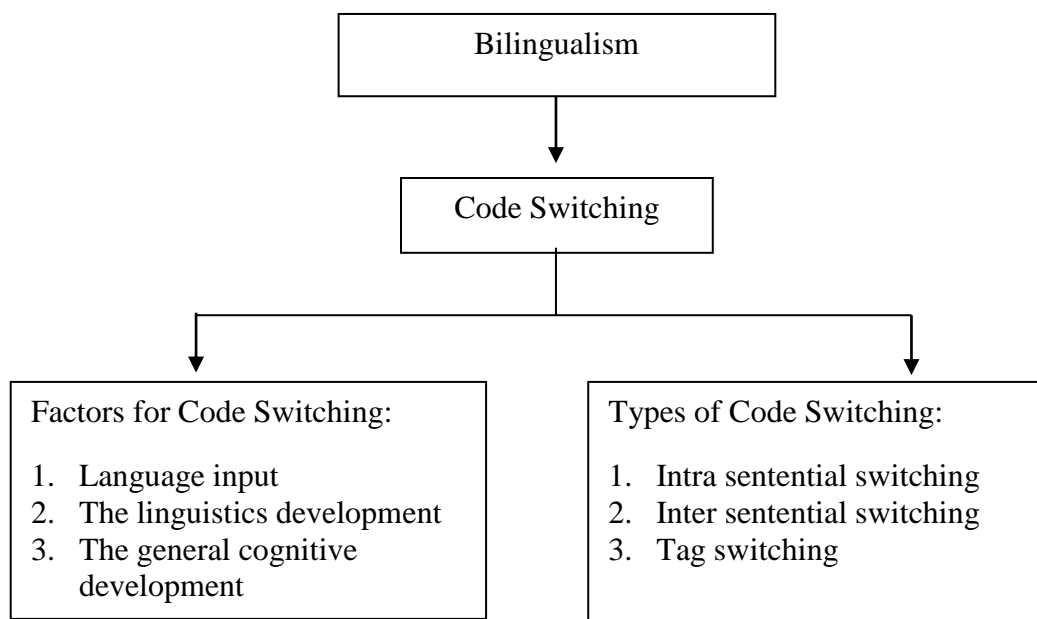
aspect and sociolinguistic aspect. The grammatical aspect of code switching are extra sentential/ tag switching, inter sententialswitching and intra word of code switching. Sociolinguistic aspects of code switching are situational and metaphorical switching.

The last is the study has conducted by Mujiono (2013) "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities ". The findings of the study revealed that the English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for linguistics factor, to continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, to create humor, repetition used for clarification reiteration of a message, to strengthen request or command, to make questions, to give advice, to balance the addressee's language competence, to make it easier to convey speaker's message and discourse marker.

C. Assumption

The research is conducted on the basis of the assumption: The teachers at State Vocational High School 1 Rengat often use code switching while teaching English in the classroom.

D. Conceptual Framework

```
        ┌─────────────────────────┐
        │       Bilingualism      │
        └─────────────────────────┘
                    │
                    ▼
        ┌─────────────────────────┐
        │      Code Switching     │
        └─────────────────────────┘
           │                  │
           ▼                  ▼
```

Factors for Code Switching:	Types of Code Switching:
1. Language input 2. The linguistics development 3. The general cognitive development	1. Intra sentential switching 2. Inter sentential switching 3. Tag switching

Bilingualism and multilingualism is the phenomenon of people having more than one code (language). The condition where people having or able tospeak more than one language encourage them to switch their Languages whenever they speak and the condition where people switch two or more languages in a sentence is called code switching. Based on the theory from Hoffman, there are some factors for code switching. They are: Language input, the linguistics development and the general cognitive development. The types of code switching are intra sentential switching, inter sentential switching and tag switching. In this research, the researcher analyzed the types of code switching that used by the English teachers at State Vocational High School 1 Rengat and the English teachers' reason in using code switching when they were teaching English.