CHAPTER II

REVIEW OF RELATED LITARATURE

This chapter discuss about the theory of code switching, the types of code switching, language, bilinguals, the causes of code switching and the previous study

A. Sociolinguistics

As human begins, people interact with others in their society by using language as their means of having communication in their life. People without a language as tool in communication, they will find some troubles when they do the activities and toward the others. There are no people or society without a language. The role of a language among the people in this life is very crucial. The study of linguistics reveals that language and society can't separate to be investigated. It will develop into sociolinguistics or the sociology of language.

Socio means society and linguistics means a scientific study of language, or a science dealing with the language. There are some definitions given by some sociolinguist. Hudson (in Wardaugh 1998:13) says that sociolinguistics is the study of language in relation to society. While Wardaugh (1998:12) stated that: sociolinguistics is concerned with investigating the relationship between language and society with the goal being a better understanding of the structure of language and how languages function in communication. In addition, Rahardi (2001:12) states as follow:

Sociolinguistics examines the language by taking into account the relationship between the languages of the people, especially the speakers of that

language. So it is clear that the sociolinguistic consider the relationship between two things, namely the linguistic terms for languages and the sociology of the social aspect.

Actually, sociolinguistic does not discuss a structure of a language, but it focuses on how a language is used, so it could play its function well from this statement, we can get a description that people also face language conflicts before sociolinguistics appears. So it is clear now that the role of linguistics is to manage a language as its functions in society, or in other words, sociolinguistics deals with a language as means of communication. Inline that explanation; there must be close relations between language and people who use the language.

There are many definitions that explain above, at least there are two important things in Sociolinguistics they are; language and society. The relationship between language and society or of the various function of language in society should begin with some attempt to define each of this term. A society is any group of people who are drawn together for a certain purpose or purpose. According to Wardhaugh in his book An Introduction of Sociolinguistics says "language is what the members of a particular society speak" (Wardhaugh, 2006:1). Language gives main contribution to make interaction between the people. When the people have equal topic or purpose, it will make interaction in social community. We should also note that our definition of language and society are not independent: the definition of language includes in it reference of society (Wardhaugh, 1998:1)

There are several possible relationships between language and society. One is that social structure may influencer determine linguistic structure and behavior. Certain evidence may be reduced to support this view: the age grading phenomenon whereby young children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matters as their regional, social, or ethnic origin and possibly oven their sex or gender and other studies which show that particular ways of speaking, choices of words and even roles for conversing are in fact highly determined by certain social requirement.

A second relationship is directly opposed to the first: language structure and behavior may either influence or determine social structure. This is the view that behind the Whorfian hypothesis, the climes of Bernstein and many of those who argue that language rather than speakers of these languages can be exist.

A third possible relationship is that the influence is be-directional: language and society may influence each other. One variant of this approach is that this influence is dialectical in nature, a Marxist view put forward by Ditmar who argues that speech behavior and social behavior are in state constant interaction and that material living conditions are important factor in the relationship.

A fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other. A variant of this possibility would be to say that, although there might be some such relationship, present attempt to characterize it are essentially premature, given what we know about both language and society (Wardhaugh, 1998: 11)

Refers to the various definitions above it. It can be conclude that sociolinguistics is the study how people interact with society by using language as mean of communication. People and language cannot be separated, because they are unity. People need language to share, express their ideas, feeling and trough or when they interact one and other. If people do not have any languages in this life, they will get problems in communication.

Language plays a great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it for granted, as we do breathing and walking. The effects of language are remarkable, and include much of what distinguishes man from the animals, but language has no place in our educational program or in the speculations of our philosopher. Language is purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. So, language is symbol made by human to communicate with each other. They must be deal with those symbols, so they have not misunderstanding with each other. "When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language" (Wardhaugh, 2006:17)

B.   Code switching

Trousdale (2010) defines that code switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire. Romaine (2000) has stressed the

point that switching is a communicative option available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speaker. Wardhaugh (1998) has defined that code switching is a conversational strategies used to establish, cross or destroy group boundaries; to create, evoke interpersonal relation with their right and obligations.

While Gumperz (1983) has argued that code switching is a conversational strategy, the function of which is to express social meanings. Code switches also play the role of defining an addressee as the recipient of a message. Here, the speaker switches to a language the interlocutor knows for example, when conversation is ongoing in a bilingual situation, a switch is made to a particular language especially for someone not immediately involved in the conversation in order to invite that person to participate in the interaction. The following examples (reported from Holmes (1997), and Mujiono (2010)

1) Engari 'so' now we turn to more important matter (Holmes, 1997).

(Switch between Maori and English)

2) Confiscated by Customs, dàgài 'probably'

(Switch between English and Chinese)

3) Please deh jangan ganggu aku terus, you know (Mujiono: 2010).

(Switch between English and Indonesian)

C. Type of code switching

The speaker may speak one language in one situation and another in a different situation. In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary. In this situation, many features relating to social factors are involved in determining which language is to be used. In addition, the notion of situational switching assumes a direct relationship between language and social situation. In support these views of situational code switching, Bentahila (1983) argues that a speaker might speak one language at home then switch to another language at his or her workplace.

Dealing with this, Wardhaugh (1998) has explained that situational code switching occurs when the languages used change according the situation in which the conversant find themselves. They speak one language in one situation and another in a different one. No topic change is involved. But when the speak code switch to signal identities or a change of relations in the roles of the participants in the conversation, Wardhaugh (1998) calls it by metaphorical code switching. He argues that metaphorical choice of code, it means speakers choose another dialect or language instead of their own to use their interlocutors' language and the speakers agree to that. Spolsky (1998) argues that some interlocutors switch language for convenience.

The functions of teacher code switching are known as topic switch, affective functions, and repetitive functions. In topic switching, the teacher alters

his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the student's attention is directed towards the new knowledge. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension (Sert, 2004). With regard to these statements Reyes (2004) describes the function of code switching as clarification. With this function, the code switching gives more information to clarify an idea or the message of the speaker. In other words, the use of code switching here can be attributed to the need for a clarification of the message and occurs when a speaker wants to make clearer what he or she is talking about.

According to Wardhaugh (2006:104) divide code switching in to two types situational:

a. Situational Code Switching occurs when the languages used change according to the situations in which the conversant find themselves: they speak one language in one situation and another in a different one. No topic change is involved.

E.g.: in a single conversation, students from Thailand usually speak English when they discuss with Lecturer or English students. But they may switch to Indonesian or Patani-Malay to discuss with their friend from Thailand

b. Metaphorical Code Switching is when a change of topic requires a change in the language used. Some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. In metaphorical code switching changes the code as redefined the situation: formal to informal, official to personal, serious to humorous and politeness to solidarity. The type of code switching is provided in the types as follows.

1. Inter –Sentential Switching

The switch involves movement from one language to the other between sentences or clause, or between turns. In the data this type of code switching is used in both secondary and upper secondary school, for example, translating o explaining something (grammar, exercise etc). Both the teachers and the pupils use inter sentential code switching. Furthermore, this type of code switching is used quite a lot in both secondary and upper secondary school. The switch involves 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 to the other language(s) in the conversation. Inter sentential code switching, according to Romaine (2000:123), requires speakers to have greater fluency in both language than, say, merely to have an ability to tag-switch, because the major portion of the utterance has to conform to the rules of both languages.

1. Intra sentential switching

Intra sentential code switching concerns language alternation that occurs within sentence or a clause boundary (Susanto, 2008:49). Sometimes it includes mixing within word boundaries. Because, this type of code switching involves the greatest syntactic risk, a less competent bilingual.

2. Tag switching

Tag-switching involves the insertion of tag from one language into an utterance which is otherwise entirely in the other language, for example, 'you know', 'I mean'. Tag-switching is subject to minimal syntactic restrictions here fore, tags may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. While researchers like Romaine have identified tags as a locus of code switching, none of the previous studies of Indonesian-Javanese code switching looks at tags. Using tag-phrase is noun common in Javanese society. It is widely used in everyday interactions, for example, *oh ya, saya tau. Di sebelah selatan sanatu, ya?* (Oh yes, I know. On the south side over there, isn't it?). The most Indonesian tag questions are, *Iyakan?;begitu bukan?*. While in English, 'isn't it?' (Susanto, 2008:48).

D. The cause of code switching

In various linguistic literatures in general caused of using that code Switching is mentioned below,

1. The speaker

Speakers often do over the code to profit or benefit from they are doing

2. The listener

    Listener or the opponent says, interlocutors or opponents said could cause the transfer of the code, such as the speaker wants to offset the opponent' ability to speak the speech.

3. Change in the situations because of the presence of a third person

    The presence of a third person or another person who is not the same language background to the language being used by the speakers and opponents said could lead to the transfer of the code.

4. A change of formal or informal and vice versa

    Changes in speech situations can cause code switching. For example before the lecture begins situation is not formal, but when school starts, which means the situation becomes formal, and then there was a shift code.

5. topic of conversation

    The topic of conversation changes may also lead to the occurrence of code switching. For example conversation between the employer and the secretary when the topic of the official letter the conversation took place in Indonesian. But, when the topic shifted to the person who sent the letter, to pass over the code of Thai language to English.

D. Bilingual

    Bilingualism is a study of those who speak two or more languages, when and where they speak each and the effect of one language on the other (Chaer, 2004: 84). Some expert give varies definition of bilingualism

(Nababan, 1986:27) state that bilingualism is a habit to use two languages in interaction with others. In addition, Bloomfield (in Rahardi, 2001: 13), bilingualism is a situation where a speaker can use two languages as well.

In many nations and many country, include Thailand has more than one language. Thai people often use more than one language, in their conversation and their interaction. Almost all of Thai can speak more than one language, such as their mother language.

According to Nababan (as cited in Sulistiono, 2007:18) The term of bilingualism is used to and still retain to refer to the competence or ability to employ two or more languages, and the custom to employ two or more languages, yet it is often called multilingualism. Actually, the term of bilingualism is used to commit two concepts in which different and fluidly intertwined. That is the ability at the custom to use one more languages in their daily life.

Many people disagree about the statement of Bloomfield on Chaer (2004:85) that "bilingualism is the ability of the speakers to use both two languages in the same". How can we measure the competence about two languages (L1 and L2) that are used, and other reason that it is impossible to find people speak with two languages with the same competence. Other linguist Mackey (as cited in Chaer, 2004:87) says clearly that bilingualism is practice of using language change, from one language to other language by individual. Mackey also says that using these languages in the same competence. Oksaar gives different opinion about bilingualism;

bilingualism is not for individual, but for group of people (Chaer, 2004: 91). Because, the use of language is not for between individual and individual, but language is for communication among the group.

E.   **Previous study**

The researcher has compare previous study with "Code Switching Performed By Sixth Semester Students in Classroom Discussion At IAIN Tulungagung" Based on the result on the research on the discussion, the researcher concludes that:

Code switching can be learned in daily conversation by interact with others. Sometimes, the students use code switching to exchange the information by use the acceptable language. During the research, there are four types found in the classroom discussion. Those are intra-sentential switches, inter-sentential switches, establishing continuity switches and emblematic switching. The function of types here is to know what are the devision of code switching which used in the classroom.

The factor of using code switching also influence toward the students" reason to use code switching in classroom discussion. The factor are to make repetition for clarification, to show emphatic about something then to testing the students understanding. After knowing the student's reason in using code switching, the researcher can understand about the factor which influence toward the students.