

## CHAPTER II

### REVIEW OF RELATED LITARATURE

This chapter shows the theoretical background or review of literature. It consists of underlying theories that include the definition of sociolinguistics, bilingual, code switching, types of code switching and the cause of code switching.

#### 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 develops 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 sociolinguistics consider the relationship between two things, namely the linguistic terms for languages and the sociology of the social aspect.

Actually, sociolinguistics 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. In line 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 makes 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 influence determine linguistics structure and behaviour. 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 even 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 behaviour 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 Dittmar who argues that speech behaviour and social behaviour 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)

Refer to the various definitions above it. It can be concluded 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 could get problems in communication.

## **B. 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 Patani has more than one language. Patani people often use more than one language, in their conversation and their interaction. Almost all of Patani 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 (Chaer, 2004:91) 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.

### **C. 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 on-going 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)

#### **D. 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 to the situation in which the conversants find themselves. They speak one language in one situation and another in a different one. No topic change is involved. But when the speakers 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 Patani-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 Patani-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.

According to Hoffman (1991:112) there are some types varieties of code switch, as follows:

1. **Intra-sentential switches**, it contains switch occurs within a clause or sentence boundary, where each clause or sentence is in one language or other.

- a) A spanish-English bilingual

I started going like this. Y luego decia (and then he said).

Look at the smoke coming out of my fingers (Valdes Failis 1982:220).

2. **Inter-sentential switches**, the switch occurs between a clause or sentences boundary where each clause or sentence is in one language or the other.

- a) An adult Spanish-English bilingual

Tenia zapatos blancos, un poco, they were off-white,  
you know.” (Silva-Corvalan 1982:181).

3. **Establishing continuity switches**, this kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also.

Speaker 1: I can't get leave him „coz I love him so much...

Speaker 2: Correct! You got the point! Kata „banget“

itulah letak permasalahanmu sekarang ini.

4. **Emblematic switching.** In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

- a) An adult Spanish-American English says: "...Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!" (Silva-Corvalan 1982:181).

5. **Intra-lexical code mixing,** this kind of code mixing which occurs within a word boundary, such as inshoppã (English shop with the Panjabi plural ending) or kuenjoy (English enjoy with the Swahili prefix ku, meaning „to“).

6. **Involving a change of pronunciation,** this kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

#### **E. 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 Malay language to English.

These are three previews of the studies I made for example. For the first by Nisa, Lutfiana Dewi Khoirun Registered Student 3213103098. 2014. Title: Code Switching Performed By Sixth Semester Students In Classroom Discussions at IAIN Tulungagung.

Code switching is potentially the most creative aspect of bilingual speech. It is a change by a speaker from one language or language variety to another one. We usually find the use of code switching in teaching learning process especially in classroom discussion. Many students use code switching because they rarely use English as their language in daily conversation. The purposes of using code switching are to ease in conveying the material and understand the material conveyed, so that the code switching gives the positive contribution among the students.

Based on the explanation above, the researcher decided to conduct the research about the use of code switching performed by students in classroom discussion at IAIN Tulungagung. The research problems proposed by the researcher are: (1) what are the types of code switching used by students. (2) What are the factors of code switching used by students?

Based on the problems that the researcher mentioned before. The objectives the researcher are: (1) to find out the types of code switching in sixth semester by students of IAIN Tulungagung (2) to describe the students factor of code switching in sixth semester by student of IAIN Tulungagung.

The researcher used descriptive qualitative as the research design. The subject of this research was students of sixth semester. The techniques of data collecting method were observation and interview to the students. The observation was used by the researcher to collect the data to find out about the types of code switching performed by the students in classroom discussion. In addition, the

interview was used in order to know the factors, which make the students use code switching in classroom discussion.

According provided data, the researcher found the types and factor of code switching performed by the students. The types of code switching were Inter sentential switching, Intra sentential switching, emblematic switching and establishing continuity. Besides, the researcher found the factors of using code switching.

The result the purpose of applying code switching in classroom discussions is to explain the material clearly to the audience and presenter. So, the audience and presenter can reach the goal in that lesson. The student uses code switching to make clear the students' understanding. The audience will understand the lesson easily. The factor of students' reason in using code switching to testing the student understanding such as: my friends can't understand my explanation, So that I switch English to Indonesian in order to explain the material clearly. Because, they do not have enough vocabulary. So, they will be difficult to understand the lesson. It is also impossible when the presenter uses Indonesian in their English class. They will know and learn English in real.

The second is Nurunnisai. Khoirina Student Registered Number. 3213113089. 2015. Title: Code Switching Performed By Teacher and Students in Teaching and Learning Process at Jawahirul Hikmah Senior High School Tulungagung.

In communication people can choose one of many languages, he or she mastered in oral and written communication. The more languages they mastered, the more flexible they are in the communication. Besides, the people will get more pride from other people because they special capability in using many languages. In multilingual community, sometimes the speakers speak clearly using the one language on one sentence and different language in other sentence, which is commonly called as code switching. It happens in Jawahirul hikmah senior high school in teaching learning process. So, the writer is interested to find out the code switching in there.

This study was designed to know how two languages used in teaching and learning English process. The research problems were: 1) what are the types of code switching performed by teacher and students in teaching and learning process At Jawahirul Hikmah Senior High School Tulungagung? 2) What the reason use of code switching from utterance that is spoken by students and English teacher At Jawahirul Hikmah Senior High School Tulungagung?

The purposes of this study were to: 1) to know the types of code switching performed by student and teacher in learning process At Jawahirul Hikmah Senior High School Tulungagung. 2) To know the reasons influencing the student or teacher does code switching At Jawahirul Hikmah Senior High School Tulungagung.

Research method: 1) the research design in this study was descriptive design with qualitative approach 2) the data source of this research was the

English teachers who teach XI female students of Jawahirul Hikmah Senior High School, 3) the technique of data collection of this research were doing observation and conducting interview.

As the result, the researcher found the types of code switching namely (1) extra-sentential code switching (2) intra-sentential code switching (3) intersentential code switching. The researcher also found the reason underlying code switching performed by English teacher and students at XI in Jawahirul Hikmah Senior High School in teaching learning process those are: (1) talk about particular topic (2) quoting somebody else (3) be emphatic about something (4) interjection (5) confirmation for repetition and confirmation for clarification.

The third is UNCHALEE CHAIWICHIAN. 2007. Title: THAI – ENGLISH CODE SWITCHING OF STUDENTS IN THE MINI ENGLISH PROGRAM (MEP).

This study aims to investigate Code Switching (CS) phenomenon of students, who attended Mini English Program (MEP), learning Math, English, and Science through the medium of English. Two groups of data were collected. First data were collected when students had studied in this program for one and a half years and the second data were collected two years later. There were three males and three female students participating in this study.

The findings found an increase of CS frequency comparing between the first and the second data. It showed that students switched more from Thai to English both inside and outside the classroom. Noticeably, they switched more

English to Thai outside classroom; however, frequency of CS reduced when students were inside the classroom. The results showed that frequency of CS from English to Thai inside the classroom reduced almost 50% at intrasentential level. This study found 8 functions, which were emphasis, request, clarification, calling for attention, gratitude, question shift, apology, and interjection. Moreover, 4 factors; familiarity, limited English ability, topics of the conversation, and interlocutors, motivating CS found from the interview were discussed.

In comparison to the first data, the second data indicated that students did not switch language to call for other attraction whereas all other functions appeared on students' conversation. Furthermore, the study found indifferent factors on the second data.

So, probably difference namely some research problems, the subject, the place and method, but mostly is same like the purposes to know what the problems in the study.