CHAPTER II

REVIEW OF RELATED THEORY

This chapter is presented to highlight some theories functioning as the basis of the research. It covers about the description of Socioliguistics, Billingualism, Language Choice, Code And Code-Mixing, Types Of Code Mixing, Reason of Code Mixing, Code Mixing In The Classroom and previous study.

A. Sociolinguistics

The study about Sociolinguistics started in the early period of the 20th century. It is simultaneity when the modern language study began. According to Trudgill (1983: 10) Sociolinguistics is that part of linguistics which is concern with language as a social and cultural phenomenon. However, the aim is not to learn about particular society or to examine the relationship between linguistics and social phenomenon but to learn more about language and investigate about linguistic topics such as linguistics change, linguistics variability and the structure of linguistics system.

Holmes (2013: 1) states "Sociolinguists study the relationship between language and society". They noticed in identifying the social functions of language and the ways to convey the social meaning. It is because there is the different way about how people speak depending on the contexts and the aims of their communication. Sociolinguistics is concerned about how language works in the social communication. It explores the

social relationship in community about the way people construct and convey idea through language. Furthermore, Sociolinguistics also regards about how people indicate their identity during communication in the social community through langu   age.

The other idea about sociolinguistics came from Wardhaugh (2006: 13) who says "Sociolinguistics is concerned with investigating the relationships between language and society with the goal of a better understanding of the structure of language and how language functions in communication". It deals with the aim to understand the social structure through the study about language. As Sociolinguistics studies about society and language, it aims to investigate about what kind of thing language is used in the society based on its social functions.

Coulmas (1992: 7) distinguished Sociolinguistics into micro-sociolinguistics and macro-sociolinguistics. Micro-sociolinguistics finds out about how social structure predisposes the way people speak and how language varieties and pattern of language use relate with the social attribute. On the other hand, macro-sociolinguistics discuses about what societies do with their language that estimates for the functional distribution of speech form in society and interaction of speech communities. However, those distinguishability leads to the statement that Sociolinguistics merely focuses on exploring the relationship between language and society. Explanations above directs to the conclusion that the way people speak are influenced by the social attributes mentioned by Jendra (2010:6) as follows:

a. Social class, it relates with the position of speaker in the society which measured by the level of education, parental background, profession and their effect on syntax and lexis used by the speaker.

b. Social context, the use of the language depends on changing situations such as formal situation during formal meeting or informal situation during meeting with friends.

c. Geographical origin, it deals with the pronunciation differences between speakers who come from different geographical region.

d. Ethnicity, it is concerned about the differences between the use of given language by its native speaker and other ethnic groups.

e. Nationality, it correlates with where the language are spoken such as in the case of English language; definitely British English differs from American English, or Canadian English.

f. Gender, it discusses about the different patterns of language use between men and women such as quantity of speech and intonation patterns.

g. Age, it talks about the influence of age of the speaker on the use of vocabulary and grammar complexity.

Those social attributes are the matter people face during communication. It is about who can hear us, where we are talking and how we are feeling about certain situation. It allows people to convey same meaning about something in the different ways in accordance with the situation people face. Furthermore, people are also able to put their emotion such as, happiness, sadness, annoyance, disappointment,

admiration, respect and so forth during their conversation in the community through language.

B. Bilingualism

In order to have a better understanding about bilingualism theories concerned with the definition and types of bilingualism are presented as follows.

According to Peter Trudgil (2003 : 24) said that bilingualism means the ability of an individual two speak two or more languages. The definition about bilingualism by Trudgil is supported by Bloomfield, he said that bilingualism is the ability of an individual to use two languages with the good similarity. (Leonard Bloomfield 1933: 56). The term of multilingualism can refer to phenomenon regarding and individual speaker who uses two or more languages, a community of speakers where two or more language are used, or between speakers of different languages.

Nowdays, bilingualism has become a common phenomenon. Social interaction always involves communication among the society members using language. While in the social interaction, the society members often use more than one language variety on their bases language. It can find in our environment, which is the community of Javanese people often use Indonesia to communication with the other community of a language. It is done by purpose to convey what they mean in communication. This phenomenon is called the development of communication. It common happens in almost area of people's life.

According to Brown and Attardo (2000 : 81) simply state that bilingual is a speaker of two languages, for them even monolingual speaker of two languages, for them even monolingual speakers considered as bilingual if they have mastered different varieties or dialect of their native language. In addition, Wardrough states that this bilingual phenomenon is usually acquired naturally and unselfconsciously, and the shift from one to another are made without hesitation. (Ronald Wardrough 1992 : 98).

According to Wardrough (1992 : 98) some linguists divide bilingualism and co-ordinate bilingualism. Spolsky simply states that compound bilingualism is a form of single system with two sets of words (Bernard Spolsky 1998 : 48). Meanwhile, Weinrich as cited in Bell states that the compound bilingualism has a single semantic base connected to two inputs and two mechanism (T. Roger Bell 1976 : 122). On the other hand, According to Peter Stockwell (2002 : 10) compound bilingualism is since there is a definite sequence of linguistics competence.

From the opinions above, it can be concluded that in a compound bilingualism, the speaker may describe one thing with different language although that is the same object. For example is a tree. Indonesian tree is translated into *pohon,* although it has similarity are different. Each of them has their own property that makes them different.

C. Language Choice

Bilingualism, as well as multilingualism, often switch and mix their language on daily conversation. In order to do this, they have to decide what language that they are going to use on certain situation. As Hymnes in Carol M Eastman (1983:33) said that no normal person and no normal community are limited in repertoire to a single variety of code. Language choice deals with why certain people switch and mix their code. Holmes (1992 : 29-30) has given her idea about social factors affecting language choice on most bilinguals. They are addressee or participant, topic of discussion, setting, the social distance between the speakers, the status relationship, and function or goal.

Addresses or participant is factor to determine what language is going to use. For example, Bali island which in known as an international tourism, the people have to be able to speak English to maintain the communication with foreigners who visit to Bali.

Second factor determining language choice is topic of discussion. Let see the example, in discussing daily activities, most of the students in junior high school tend to use Javanese as their language to communicate with the other friends for having some jokes, when the students in the classroom they will change their language into Indonesia to discuss a lesson with their teacher. From this example there are no changes in the participant or setting, the only change is the topic of discussion. People often find it is easier to discuss a particular topic with a particular language.

The next, is setting. Setting refers to atmospheres when a conversation takes place. In a formal setting as in a class, people in Indonesia will use bahasa Indonesia as the language. On the other hand, in formal setting such as in traditional market, Indonesian people tend to use their mother tongue such as Javanese.

The social distance between speakers is one of the important factors of language choice. How well the speakers know each other will determine the language that is used in the conversation. People tend to use national language when asking about something to strangers. On the other hand, when the speakers and the addressee are old friends, they tend to use their local language or dialect.

The fifth factor is the status relationship. According to Janet Holmes (1992 : 2) Relationship among speakers has a great influence in determining what language use, Relationship between speakers such as teacher-pupil, doctor-patient, soldier-civilian, priest-parishioners, and official-citizen will determine what language they use in the conversation.

The last factor is goal or the function. What is the language used for? Is the speaker asking a favor or giving orders to someone? Those questions can affect how a person chooses a language that they speak. Holmes has given their example about this condition. In Bukavu and African city in eastern Zaire, people will use standard written Swahili on the application from when they applying for a job. When they want to give an order to someone especially to the younger person, they will use in Doubil (Janet Holmes 1992 : 30).

The six factors are essential to determine what language people use in a certain conversation. Nevertheless, every speech community may have their own perspective about the language they use in a certain situation.

D. Code

According to Marjohan, (1988 : 48) Code is a term which refers to a variety. Thus a code may be an idiolect, a dialect, a sociolect, a register or a language. A speaker has a linguistic repertoire which consist of various codes. Thus he usually has a set of codes, each code having certain functions or maybe some of them have similar functions. In a monolingual situation, the use of different codes depends on the variability. It has between three to six levels of speech, a phenomenon which reflect the refined social stratification of its society. The Javanese is very conscious of his status relation to other people around him. In this connection, Tanner (1967) states:

> Javanese, however, also has its own special characteristics. In particular, variety differences are far more strongly marked in Javanese than in Indonesian, the other ethnic languages, Dutch or English. Whereas in the latter languages one finds diffuse ranges of stylistic variations, in Javanese a set of relatively distinct levels has crystallized. These levels are utilized in such a way as to indicate fine shades of relative rank, with the 'higher' speaker using a 'lower' less respectful, more intimate form of speech to his subordinate than the subordinate, in turn, uses to his superior. Tanner, 1967 in Pride et al (eds), 1972 : 135)

In a multilingual situation, the use of different codes depends on the variability of the languages and the specification of their uses as agreed upon by the people or as reinforced by the government. When we have two codes with each having specific functions, we have a stable diglossia.

We still need research findings to be able to comment on the language use of Bahasa Indonesia. The trend seems to be the increasing use of Bahasa Indonesia and the decreasing use of the ethnic. Some of the reasons are the success in mass communication, mass education, mass media, national development in various fields, the weakening of the traditional leadership in some regions because of the new way of administering villages, and urbanization.

> Tanner (1967) delineates two functions of Bahasa Indonesia :
> Bahasa Indonesia, in modern Indonesia's complex society, functions as a sort of linguistics highest common denominator. Despite differences in modes of acquiring Indonesian, whether at home or at school, as an infant or middle age, it is an almost universally known code among educated, travelling, or urban Indonesians. (in Pride and Holmes (eds), 1972 : 128)
> In Indonesian public life, where there is an ever increasing ambiguity as to whether to rank members of the new elite in terms of achieved or ascribed status, the Indonesian language provides a noncommittal mode of communication (*Ibid.* p. 131)
> A study of Balinese students (see seken *et al,* 1987) shows that the

students in talking with the other students in public tend to use Balinese when the topics are dresses, films, recreations, sports, food, health, jokes, dreams, religion, tradition, and family. Whereas when the topics are education, politics, economy, law and technology, they tend to use a mixed code (Balinese with Indonesian).

E. Code Mixing

According to Claros and Isharyanti (2009) code mixing also called intra-sentential code switching or intra-sentential code-alternation, it occurs when speakers use two or more languages below clause level within one social situation and according to Ho (2007) code-mixing is the change of one language to another within the same utterance or in the same

oral/written text. It is a common phenomenon in societies in which two or more languages are used. On the other hand (Myers-Scotton, and friends 2007) state that studies of code-mixing enhance our understanding of the nature, processes and contains of language and of the relationship between language use and individual values communicative strategies, language attitudes and functions within particular socio-cultural contexts.

Another explanation for code mixing is defined by Wardhaugh Celik (2003). He says that code-mixing can be defined as a phenomenon in which a word or an expression from one language is used in a group of words whose structure belongs to another distinct language. Then, Holmes (2012) suggest that code mixing occurs when the speaker combine their codes randomly or may be because of insuffiency and according to Kamwangamalu (1989) code-mixing as the intrasentential use of linguistic units from two or more languages by a bilingual speaker within the same situation. The linguistic unit refered to here may be morphemes, words, phrases, clauses, or sentences.

F. Types of Code Mixing

(Muysken, 2009:69) defines three types of code mixing: insertion, alternation, and congruent lexicalization. In his view, insertion occurs when lexical items from one language are incorporated into another. Alternation, occurs when structures of two languages are alternated indistinctively both at the grammatical and lexical level and congruent lexicalization, which refers to the situation where two languages share grammatical structures

which can be filled lexically with elements from either language. While Hoffman (2015) categorizes code-mixing into three types: Intra-sentential, intra-lexical, and involving a change of pronunciation. In line with Abdullah in his book, she states that there are three types of code mixing, they are; Intra sentential code mixing. In this type the English words or phrases which are found in Indonesian sentences consist of nouns, verbs, adjective, phrases. The second is Intra lexical code mixing. In this type, the speaker mixes their language by using English words and then combines with Indonesian

grammatical forms. The last is involving a change of pronunciation, this kind of code mixing occurs at the phonological level, as when the speaker say in English word but modify it to Indonesian phonological structure.

G. Reason of Code-mixing

Code-mixing may occur for a number of reasons. Grosjean (2006) suggests some reasons for code mixing. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions generate code mixing. Then, Hoffman in Asror (2009: 16) state that there are some reasons to Code-mix such as:

- If an item has been acquired in one language but not yet in the other, the child 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 an equivalent form in the other language or what he/she thinks one.

- If an item is more complex, or less silent, in one language, the young bilingual may make use of the corresponding one from the other.

- If the child exposed to mixed input he/she will often respond with mixed production.

Hoffman in Asror (2009 : 16) presents the factors from his point of view that cause to Code – mixing. There are at least three factors :

1) Language input

2) The linguistics development, and

3) The general cognitive development.

H. Code Mixing in the Classroom

Empirical studies have demonstrated that it is quite difficult to find classroom discourse fully in a single language, other languages understood by the speakers may be used, thus, switching and mixing between the languages are common Martin and friends (2011). According to Abdullah (2011) most research on teacher code mixing has been originated in context quite different in from English Foreign Language (EFL) classroom. English is taught in Indonesia mainly as a subject at school and seldom practiced in the broad social environment. Most English language teachers are native speakers of Indonesian and they vary considerably in terms of their mastery

of the English language. In particular, we should bear in mind that these foreign language teachers perhaps should not be regarded as true bilinguals who can choose freely between different codes or languages. Instead, they are more accurately monolingual individuals who have skill and knowledge in a foreign language and whose task is to teach this language to the monolingual learners.

I.   Review of Previous Study

The researcher reviews the previous study which has correlation with this study in the term of problem, and also findings. The previous research was conducted by:

Prastawan, R. E (2012) in his study entitled "Code Mixing and Code Switching Used by Teachers in SMAN 16 Surabaya" has showed that there are two kinds of code mixing occurring in the class activity, they are: word type and phrase type and the commonly reason of teacher used code mixing is the students did not understand well when the teacher did not mix their language (Indonesian-English) in teaching and learning process.

Then Alfiyah Nur Fariekhah (2011) in his study entitled "Code Switching and Code Mixing Used by Teachers in SMPN 40 Surabaya". Has showed that several reasons why researcher choose English teacher as her subject of her study. The first reason is that English teachers are supposed to be the models for using English in every teaching learning process in the classroom. Secondly, the phenomenon of code mixing and code switching that

happens to the teacher in SMPN 40 Surabaya remain untouched until now, in fact it frequently happens both intentionally and unintentionally.

The last is the study have conducted by Khairunnisa (2016), in his study entitled "Code Mixing Analysis in English Teaching Learning Process at Senior High School 1 Takalar" has showed that there are the teacher recognize the type of code mixing, her students perception on code mixing that used in teaching English as foreign language.