CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses the theories that are related sociolinguistics, speech community, bilingualism, code switching, types of code switching, reason why people use code switching and previous studies.

A. Sociolinguistics

Sociolinguistics is the branch of linguistics which studies just those properties of languages and languages which require reference to social, including contextual, factors in their explanation (Downes, 1998:9). The simple meaning of sociolinguistics is a study relationship between language and society. Language and society cannot be separated. These two are complement each other.

Sociolinguistics actually does not focus on structure of language, but it focuses on how language is used. The use of language in society is as the way in communication. Communication always happens when social aspect used in language. Sociolinguistics here gives contribution as regulator on how language is used in society. Sociolinguistics also deals with why people speak differently in different social contexts and identifying the social function of language as well as describing the ways it is used to convey social meanings.

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.

Sociolinguistics also discusses how language functions in a community, how people in community use language as well as how language are reflects the social identity of the users. Sociolinguistics focus on language use in society. Chaika also defines that "sociolinguistics is the study of the way people use language in social interaction" (Chaika, 1982:72).

There are several possible relationships between language and society. The first is social structure may either influence or determine linguistic structure and/or behavior. The second is directly opposed to the first: linguistic structure and/or behavior may either influence or determine social structure. The third is that the influence is bi-directional: language and society may influence each other. The 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 (Wardhaugh, 2006:10).

Trudgill (1974: 32) states that "sociolinguistics is a part of linguistics which is concerned with language as a social and cultural phenomenon". People speak determined by social context which speaking take palace. People also select language which suitable with situation in

which they are talking, who they are speaking to, and how close their relation with the hearers. From this factor, people may use different ways or different varieties in conveying the massage.

Fasold (1984: p. ix) observes that the essence of sociolinguistics depends on two facts about language: first, that language varies, which is to say that "speakers have more than one way to say more or less the same thing" and, second, that language serves a broadly encompassing purpose just as critical as the obvious one of transmitting information and thoughts from one person to another. The ability of speaker gives big contribution for language in use. It can be seen when they give explanation about something. The meaning can be same, but the way in giving explanation can be different structure and language.

There are many definitions that explain above. It can be concluded that sociolinguistics is the study how people interact with society by using language as mean communication. People and language cannot be separated, because they are one unity. People need language to share, express their ideas, feeling and through or when they interact one and another.

B. Speech Community

Community has its own characteristics in their communication. People who include there will approve and follow the rule that have been made especially in using language. Bloomfield (1933:42) states that "a

speech community is a group of people who interact by means of speech".
In addition, John Lyons (1970: 326) defines that speech community refers to all people who use a given language (or dialect). Language used in community called a speech community.

In community, it is possible the members have different language and ability. Community not only share about language in use, but share a set of norms and rules for the use of language. Romaine (2000:23) speech community is "a group of people who do not necessary share the same language". Norms and rules are form of agreement from the member in how language is use although the language is different.

Every individual in different community wants to show their identity one occasion as members of one community and on another as members of another. Wardhaugh (2006: 128) states that "each individual is a member of many different speech communities. This phenomenon is easy to occur in bilingual country. Many forms of the structure language such as phonetic change, borrowing, language mixing, and language shift can be found. As Gumperz (1971:224) defines that speech community as "a dynamic fields of action where phonetic change, borrowing, language mixture, and language shift all occur".

Classroom is a simple part of speech community since the teacher and the students interact each other and have a communication in the classroom. When teaching learning process happens, the teacher cannot be avoided in using language shift; such as code switching or borrowing,

particularly in an English class. They switch the language from English to Indonesia in order to make the students easy in understanding the material.

From description above, it can be conclude that speech community is a group of people who live together in same place and have a similar characteristic of language or dialect in daily activity and use more than one language in their conversation. They also have their own identity in using language in order to show their difference in communication with other community.

C. Bilingualism

Bilingualism is an ability using two languages. The term of bilingualism in the first time introduced by Bloomfield in his book *Language* (1933:22) argue that "bilingualism as native like control of two (or more) languages". Furthermore, the definition gives emphasize that the people who master in two languages very well. This is very difficult to be a bilingual, because the people should mastery in both languages.

People in bilingual do not have exactly same abilities in both languages that they mastery. Differences competence in a variety of languages might range from orders of lexical items, formula of expressions and conversational skills to excellent command of grammar and vocabulary and specialized register and style.

In contrary, Edwards (1994: 55) has assumption that "there is no one in the world who doesn't know at least some words in another language".

This statement contradicts with Bloomfield's argument that people do not need to mastery two language to be a bilingualism. If as an Indonesia speaker can say good morning or I love you, or event if just understand them or also when people only know one sentence "I love you" and they can understand how to use it in proper time, it can be bilingualism.

Bilingualism is closely related with speech language activity. It likes Fishman (in Chaer and Agustina, 2004: 84) states that "bilingualism is defined as the usage of two languages by a speaker in communication with each other". Communication that uses two languages give effect in conveying purposes and objectives depend on the topic, participant and context. Conditions and situations also determine what languages are used in communication.

Bilinguals are able to choose which language they use in social condition. They can move to one code (language) to another code depend on situation. Bilinguals also consider with whom speaks, in which language or variety, and when or where the conversation takes place. The bilinguals have a repertoire of domain-related rules of language choice (Spolsky, 1998: 47).

Nababan (1993: 27) differs bilingualism and bilinguality. According to him, bilingualism is habitual to use two languages to interact with other people. Bilinguality is an ability to use two languages. It can be concluded that bilingualism is a habitual, bilinguality is an ability and bilingual is the person.

There are some factors make person can be a bilingual. Such as mobilization, nationalism, education, culture, or religion. Mobilization makes bilingualism condition when immigrant forced to interact with the native. This condition makes them should study about native language because they should fulfil their needs. Nationalism movement appears a necessity of a national language to unite a whole nation or a necessity to have a legal language of a country like Indonesia. Education and culture also make bilingualism situation. When person want to learn in other place or culture, he/she should understand the language first. The religion is usually written in a language, Arabic in Islam or Latin in Christian. This situation makes the person should understand the language first if he/she wants to understand about what they want to learn.

In Indonesia, this is not surprising if people in Indonesia is bilingual. In daily life, people speak using local language and Indonesian. But this is different with urban people, they have competence in three local languages (local language, Indonesian, and foreign language). This happens because official matter, business and government affair are conducted in urban center. People use formal Indonesian or foreign language such as English when they have to face official business matter or government affair, and they use their mother tongue when they speak in informal situation.

From many definitions that explained by expert, it can be concluded that bilingualism is the ability using two language in communication depend on the topic, participant and context. The rules of language choice base on

with whom the bilingual speaks. Bilingual conversation mostly happens in informal situation.

D. Code Switching

Code switching is a phenomenon of languages as the result of language contact in a bilingual society. Most of bilingual used code switching when make a conversation among them. Code switching can occur in conversation between speakers' turns or within a single speaker's turn (Wardhaugh, 2006:101). It can occur between sentences or within a single sentence. Code-switching can arise from individual choice as a major identity for a group of speakers who must deal with more than one language in their common.

Code switching is as an alternative choice to show individual or community identity in a group of speaking who use two languages or more in their common activity. As Gal (1988:247) says that "code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations".

In informal situations, the use of two languages in conversation gives interactive impression that cannot be avoided. Hudson (1996:53) discusses that "code switching as the inevitable consequences of bilingualism that people who speaks more than one language chooses between them according to circumstances". In choosing language, it can

occur in single sentence without changing the purpose. Halliday (1978:65) also gives definition that "code switching is code shift actualized as a process within the individual that the speaker moves from one code to another and back, more or less rapidly in course of a single sentence".

Myers-Scotton (1993:75) defined code-switching as "the selection by bilinguals or multilinguals in the form of an embedded variety in utterances of a matrix variety during the same conversations". She proposed the theory of Markedness Model. This model presumes that in any communicative situation, code-switching is determined by social forces within the community. Code switching is the unmarked choice and an expected form of communication in a bilingual society. Consequently, it is depend on interlocutor or speaker on the language choice.

In code switching, there is no rule in switching language. When two speakers used code switching, both of them appeared to switch between two languages in the conversation and they switched languages as they wish to do (Myers-Scotton, 1993:100). The language users and their rational choose which language that marks their rights and obligations in social context. On the other hand, when there is no clear or unmarked language choice, the speakers practice code-switching to explore possible language choices.

Code switching is used as alternative of choosing language that is suitable with the situation. Weinreich (1953:73) elaborates that the ideal code switching appear from one language to another according to appropriate changes in speech situation, but not in unchanged speech

situation and certainly not within a single sentence. In multilingual country, the ability to move from one language to another is accepted as quite normal.

Teaching learning process native language can be a bridge for the native language and target language. Teacher here is the main key in transferring knowledge and this is important to make students understand about what they learn. According to Richards and Rodgers (1986:67) in Communicative Language, teaching both native and target language can be used with the condition that "judicious use of native language is accepted where feasible". Another reason given by Cook (1996:86). He points out that, "Perhaps code switching is inevitable in the classroom if the teacher and students share the same languages".

Jacobson and Faltis (cited in Cook, 2008:197) states that when the students are getting distracted, or when a student should be praised or told off in teaching second language may also switch to the first language when revising the lesson that has already been given in second language. In the classroom, the teacher have control to manage and make the situation. When the teachers explains the material and the students do not give response, the teacher may switch the language to the first language from second language to make the students understand with what the teacher's explain.

From the review of literature above, code switching is closely related to speech community and bilingualism. Code switching is phenomenon in bilingual society as a result of language choice depend on

situation and context. There is no certain pattern that regulate in producing code switching. The experts only grouped the types of code switching.

E. Types of Code Switching

Wardhaugh (2006:104) divide code switching into two types: situational and metaphorical.

1. Situational Code Switching occurs when the languages used change according to the situations in which the conversants 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.

2. 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 change the code as redefined the situation: formal to informal, official to personal, serious to humorous and politeness to solidarity.

   Hamers and Blanc (2000:258) differentiates between two types of code switching, namely situational code switching and conversational code switching.

1. Situational Code Switching occur where there is a change of topic or situation.

2. Conversational Code Switching occur where there is no such change of topic or situation.

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

1. Classic codes witching includes elements from two (or more) languages varieties in the same clause, but only one of these varieties is the source of the morphosyntactic frame for the clause.

2. Composite codes witching is bilingual speech in which even though most of the morphosyntactic structure comes from one of the participating languages, the other language contributes some of the abstract structure underlying surface forms in the clause.

In book of Hamers and Blanc (2000:259-260) Bilinguality and Bilingualism, it is necessary to distinguish between three types of code-switching (Poplack, 1980):

1. Extra-sentential code-switching. It 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, etc., to take some English examples. 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.

E.g.:

Teacher: True or False, ya? "True or false, yeah?"

The Proceeding went smoothly, ba? (Tagalog) "The proceedings went smoothly, didn't they?"

2. Intra sentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary (i.e. loan blend, e.g. check-er (English verb check French infinitive morpheme -er).

E.g.:

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" (Punjabi-English bilingual in Britain recorded by Romaine, 1995).

3. Inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another. It may also occur between speaker turns, as in my first example. Inter-sentential switching can be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages.

E.g.:

Sometimes I'll start a sentence in English y termino in espanol. "Sometimes I'll start a sentence in English and finish it in Spanish" (Poplack, 1980).

This morning I hantar my baby tu dekat babysitter tu lah, "This morning I took my baby to the babysitter" (Romaine, 1989:55)

In Romaine (1995:122), there is a little different in addressing one type of code switching. She uses word tag switching in defining extra-sentential. These two words are the same meaning. To make easy in memorizing and understanding, the researcher uses extra-sentential in this research. This theory is used by Poplack (1980) in the book of Hamers and Blanc. There are three types: Extra-Sentential, Inter-sentential switching, and Intra-sentential.

F. Reason Why People Use Code Switching

When people use code switching, there is a purpose that is not appear. Hoffman (1991:116) gives suggestion why people use code switching. Those are:

1. Talking about a particular topic

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 their everyday language.

2. Quoting somebody else

Hoffman (1991) suggested that "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.

3. 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, as Hoffman (1991) stated "he/she, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather that in his first language.

4. Interjection (inserting sentence fillers or sentence connectors)

Hoffman (1991) 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 in writing.

5. Repetition used for clarification

Hoffman (1991) said that "when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly)". Frequently, an utterance in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize an utterance.

6. Intention of clarifying the speech content for interlocutor

When a bilingual person talks to another bilingual as suggested by Hoffman (1991), 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.

7. Expressing group identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from other groups (Hoffman, 1991). In other words, the way of communication of one community is different from the people who are out of the community.

G. Previous Studies

In this part the researcher presents some relevant studies previously cundected by other researchers. 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 is Analysis of Code Switching Used by Teacher For Teaching-Learning English In First Grade of SMPN 2 Sumbergempol in the Academic Year 2013/2014 and the third is An Analysis of Code Switching in the Novel Miss Pesimis By Alia Zalea. It will explain below:

The first is Lestari (2013) that thesis consent on the code switching used by English teacher in MTsN MODEL Trenggalek. She has some

purpose that are, (1) To find the type of code switching used by English teacher in teaching and learning process in eighth grade of MTsN MODEL Trenggalek. (2) To know the purpose of code switching used by English teacher in teaching and learning process in eighth grade of MTsN MODEL Trenggalek. The result of the study shows that there is kind of types code switching. There are six types of code switching in used by 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 content for interlocutor and (5) to soften or strengthen request or command.

The second is Indahsari (2014) that thesis consent on the code switching used by Teacher for Teaching-Learning English in First Grade of SMPN 2 Sumbergempol in the Academic Year 2013/2014. She has some purpose that are (1) To find the types of code switching which used by the teacher in teaching and learning process at first grade of SMPN 2 Sumbergempol (2) To describe the reason of the teacher when use code switching in their teaching and learning process at first grade of SMPN 2 Sumbergempol. . The result of the study shows that there is kind of types

code switching. There are two types of code switching used by the teacher in teaching and learning process at first grade of SMPN 2 Sumbergempol, they are (1) Intersentential switching (2) Intrasentential switching. The reason why the teacher used code switching based on interview, they are (1) To make the students more understand the lesson (2) To help the students more understand the lesson on improving speaking and listening ability (3) To make students use English in little context such as pray, asking permission etc.

The third is Nafi'ah (2013) that thesis consent on the code switching in the Novel Miss Pesimis by Alia Zalea. She has some purpose that are, (1) To find out the type of code switching used by the characters in the dialogues in the Novel Miss Pesimis, (2) To find out the reasons why the characters in the Novel Miss Pesimis switch their language from Bahasa Indonesia into English or the other way around. The result of the study shows that there is kind of types code switching. There are five types of code switching in the novel Miss pesimis are, (1) Intra-sentential switching (2) Inter-sentential switching (3) Emblematic (4) Establishing continuity with the previous speaker (5) Involving a change pronunciation). The reason why the character do code switching in their dialogue found in the novel Miss pesimis are (1) To expressing their group identity (2) Being emphatic about something (3) Interjection code switching (4) Talking about particular topic (5) repetition use for clarifications (6) Clarifying the speech content for interlocutor.

It is different with this research. The differences between this research and the first and the second thesis is this research uses the teacher in teaching second grade in senior high school and the place in taking research. While the differences between this research and the third thesis is this research does not use Novel as the subject.