

CHAPTER II

REVIEW OF THE RELATED LITERATURES

This chapter deals with the theories which are related to the formulated question which has been decided by the researcher and tells about the previous study ever exists. Then, the review of related theories includes the definition of sociolinguistics, the definition of code switching, types of code switching, and the reasons why people use code switching.

A. Review of Related Theories

1. Definition of Sociolinguistics

Knowing the definition about sociolinguistics was important in this research because this term is a study which becomes the umbrella of studying about code switching. Here are the definitions from experts. Yule (2006:205) explains that the term “sociolinguistics is a study about the relationship between language and society. This is going to be a broad area of investigation that developed through the interaction of linguistics with a number of other academic disciplines.”

Another definition as like “sociolinguistics is fairly new and was first used about ten years ago, the older term being “sociology of language” or “language in society”. It includes every aspect of language in relation to social context or interaction, to social class, to education, to immigration and bilingualism, to nationalism, language planning, varieties of language, and so on.” Boey (1975:110).

Based on the opinion from two experts above, the researcher concluded that sociolinguistic is the study concerns about the correlational event between language and society.

2. Definition of Code Switching

Here are the definition from some experts related term of code switching itself. Harmer and Blanc (2004:258) quoted from (Gumperz, 1982: 59) that code switching is 'the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub-systems'. Same quotation also used by Romaine (1995:121) in defining code switching in his book like Harmer and Blanc's book (2004:258).

Another definition are from Myers and Scotton (2006:239-240) "code switching is the use of two language varieties in the same conversation." Meyerhoff (2006:116) also states that "code switching is the phenomenon of moving between distinct varieties." Hoffmann (1991:110-111) explains that "code swtching as the alternate use of two languages of linguistic varieties within the same utterance or during the same conversation." Mesthrie (2001:301-302) defines that "code switching is the use of more than one language during a single communicative event." Fromkin (2011:461-462) also defines that "code switching as a speech style unique to bilinguals, in which fluent speakers switch languages between or within sentences." Wardhaugh (2006:101) also states that "code-switching is a switch from one

code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process.”

From some definitions above, the researcher concluded that code switching is the use of minimal two or more languages in a single communicative event.

3. Types of Code Switching

Harmer and Blanc (2004:258) state that they distinguished between code switching to be two kind, they are:

- a. Situational code- switching is where there is a change of topic or situation
- b. Conversational code-switching is where there is no such change.

Wardhaugh (2006:101) divides code switching to be two types, they are:

- a. Inter sententially, this code switching can occur between sentences.
- b. Intra sententially, this code switching occurs within a single sentence.

Wardhaugh (2006:104) also divides code switching to be two kinds:

- a. Situational

This 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

b. Metaphorical

This code-switching occurs when a change of topic requires a change in the language used.

Hoffmann (1991:114) also states that code switching is divided to be two types:

a. Intra - sentential switches, it contains switches within a sentence.

Eg:

1) A Spanish – English bilingual:

‘I started going like this. *Y luego decia* (and he said), look at the smoke coming out of my fingers’

(Valdes Fallis 1982: 220)

2) A French – English bilingual:

‘*Va chercher Marc* (go and fetch Marc) *and bribe him* avec un chocolat chaud (with a hot chocolate) *with cream on top*’

(Grosjean: 1982)

b. Inter - sentential switches, it is the switch occurs between sentences.

Eg:

1) An adult Spanish – Catalan bilingual:

‘. . . y si dices “perdon” en castellano, se te vuelve la mujer y te dice:’

(‘. . . and if you say “sorry” in Castilian Spanish, the lady turns to you and says:’)

‘En catala’ (In Catalan!)

(Calsamiglia and Tuson 1984: 115)

2) An adult Spanish – English bilingual:

‘Tenia zapatos blancos, un poco, *they were off* – *white*, you know.’

(Silva – Corvalan, 1989: 181)

Romaine (1995:122-123) states that code switching can be identified: tag- switching, inter-sentential and intra-sentential based on Poplack (1980). They are:

- a. Tag-switching 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. In Panjabi/English code-switching, we have the following from the example above: *I mean subconsciously, kori janeé, you know [English tag pər ... I wish, you know English tag], ke mə pure Panjabi bol səka.*
- b. 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. An example from the previous Panjabi/English discourse

is: *I'm guilty in that sense /clause boundary/ ke ziada ūsi English i bolde fer ode nal eda hoūde ke tūhadi jeri zābané, na?*

- c. Intra-sentential switching involves, arguably, the greatest syntactic risk, and may be avoided by all but the most fluent bilinguals. Here switching of different types occurs within the clause or sentence boundary, as in this example from Tok Pisin/English: *What's so funny? Come; be good. Otherwise; yu bai go long kot.* - "What's so funny? Come, be good. Otherwise, you'll go to court.' It may also include mixing within word boundaries, so that we get, for example, English words with Panjabi inflectional morphology, e.g. *shoppá* - 'shops'.

Harmer and Blanc (2004:259–260) quoted that there are three types of code-switching based on (Poplack, 1980):

- a. Extra sentential code-switching, or the insertion of a tag from one language into an utterance which is entirely in another language.
- b. Inter sentential code-switching, or switch at clause/sentence boundary, one clause being in one language, the other clause in the other.
- c. Intra sentential code-switching, where switches of different types occur within the clause boundary, including within the word boundary.

Based on the dividing from the experts above, the researcher valued that this dividing especially for the term extra and tag sentential code

switching is actually same meaning, this is only different in the term. Later, the term inter and intra is also stated many times by some experts. So, the researcher thought that it was enough to conclude all kinds of types exist.

The researcher concluded that in this research, the researcher used three types of code switching, they were: extra, intra, and inter sentential code switching in the next chapter to see what code switching are generally performed by the English teacher in his teaching and learning process in the classroom.

Here is the definition of type of code switching used by researcher:

- a. Extra sentential code switching is code switching which is existed in the last sentence an insertion of a tag from one language into an utterance which is entirely in another language.

e.g. I will ask you to come forward, ya?

- b. Intra sentential code switching is code switching occurs within the clause boundary, including within the word boundary.

e.g. I akan give my hati kepada you.

- c. Inter sentential code switching is code switching which occurs at clause/sentence boundary when one clause being in one language, the other clause in the other.

e.g. saya akan memberikan kamu cintaku, if you have already married with me

4. Reasons Why People Use Code Switching

Hoffmann (1991:115-116) states the reason why people use code switch, they are:

- a. Talking about a particular topic.

People sometimes prefer talking about a particular in one language to using another language.

Example:

A French – English bilingual:

‘Va chercher Marc (go and fetch Marc) *and bribe him* avec un chocolat chaud (with a hot chocolate) *with cream on top*’(Grosjean: 1982)

That example shows this last point, whereas in this example

An English – German – Spanish trilingual:

Mother: ‘Na, wie war’s beim fußball?’ ‘(how was the football?)’

Pascual (9:3): ‘Wir haben gewonnen. Unsere Seite war ganz toll.

Ich war der’ (‘We won. Our team wa brilliant. I was . . .’) goalie.

I stopped eight goals. They were real hard ones.

(And turning towards the pan on the cooker he continued)

‘Was gibt’s zu essen?’ (what are we eating today?)’

It has a switch to ‘goalie’ possibly because the German item was not known – and this switch the caused the rest of the utterance to be in English as well.

- b. Quoting somebody else.

People sometimes like to quote a famous expression or saying some well – known figures. Those well – known figures are mostly from English speaking countries, as in example

An adult Spanish – Catalan bilingual:

‘ . . . y si dices “perdon” en castellano, se te vuelve la mujer y te dice:’

(‘ . . . and if you say “sorry” in Castilian Spanish, the lady turns to you and says:’)

‘En catala’ (In Catalan!)

(Calsamiglia and Tuson 1984: 115)

c. Being emphatic about something,

People sometimes prefer expressing his/her feeling by using his/her second language to his/her first language because depending on their appropriate selected word, but sometimes he/she prefer talking to use his/her first language to using his/her second language.

e.g. in example:

A Spanish – Catalan bilingual:

‘Hay cuatro sillas rotas y’ (‘There are four broken chairs and’) ‘prou!’ (‘that’s enough’)

(Ibid.: 115)

d. Using interjection.

People sometimes use interjection to show their feeling in a certain event, as in:

An adult Spanish – American English speaker:

‘ . . . Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!’

(Silva – Corvalan 1989: 185)

e. Showing repetition used for clarification.

People sometimes repeat what they talk about to somebody else by using other codes to omit feeling unsure of the speaker about a certain word to interlocutor when he/she understand or not about what they talk about, as in example:

An adult Spanish – English bilingual:

‘Tenia zapatos blancos, un poco, *they were off – white*, you know.’

(Silva – Corvalan, 1989: 181)

f. Expressing group identity.

People sometimes talk about a certain topic to somebody else using a selected word which is only familiar use in their group.

g. Showing the intention of clarifying the speech content for the interlocutor.

People sometimes talk about a certain topic to somebody to emphasis or in order to focus on a particular topic. It is only at a later age, perhaps eight or nine, does the child begin to code-switch.

(example

Cristina (4:0): (introducing her younger brother to a new friend oh hers)

‘This is Pascual’ [paskwál]

Friend: ‘What’s his name?’ (i.e. she didn’t catch it)

Cristina: ‘Pascual!’ [pəskwæt]

Friend: ‘Oh . . .’

(the switch here consisted of changes in the vowel sounds from [a] to ‘schwa’ or [ə] and, in the consonants, from initial unaspirated to aspirated [p] and from non – velarized to velarized [ɰ] , to follow a more English pattern.)

It shows this, too); only at a later age, perhaps eight or nine, does the child begin to code-switch for emphasizing or in order to focus on a particular topic or sometimes use to confirm to interlocutor between he/she has already understood or not about a certain topic.

From statement above, we know that code switching is one of phenomenon that is have different style from other phenomenons. People also have different reason why they use code switching in their communication. In the next chapter, the researcher will discuss further about analyzing the data related to what type are code switching used by people and why people use code switching in their communication.

5. Code Switching in Early Bilingual Formal School

Second language Acquisition has been trend topic to use in any school level in improving the target language that using the native language only in daily communication. This opinion was strengthened by (Freeman & Long, 1991:1) on their book, they state that second language acquisition occurs in

other forms in schools today as well. Bilingual education has been a reality in many parts of the world for the years.

There are several models for bilingual education programmes, but generally they exist for the purpose of helping students to maintain their native language or to continue to grow in their native language while acquiring a second language. The acquisition of second languages in a formal setting is not only context where second language have their place in the world today. For example, there is a school right now like Zumrotus Salamah Primary School in Tawang Sari, Kedungwaru, Tulungagung which this school has a program to use English as the language instructions and language environment. Because English is still as the foreign language in Indonesia, the researcher thought that code switching must appear in a certain time depending on the need.

Language is better to learn since early age as like the opinion from Harmer (2007:49) on his book, he states that unless there is something wrong with them mentally or physically, all children acquire a language as they develop. Indeed, many children around the world acquire more than one language and by the age of six or seven are speaking as confident bi- or trilinguals. In other hand, second language acquisition as the target language learnt by the students in the classroom can be hoped to replicate the conditions in which children acquire their first language(s). We also knew that children are not taught language, nor do they set out to learn it consciously. This opinion is same with what Cohen (1998:65) said that the underlying premise of strategy training is that language learning will be facilitated if students become more aware of the

range of possible strategies that they can consciously select during language learning and language use in a certain place. Here, the researcher thought that the position of using language in language learning is important. The statement above was also strengthened by Wasid and Sunendar (2013:87) they said that environment is very important to get stimulus to help acquiring the first language and the second language.

Harmer (2007:50) states that in the early 1980s the American linguist Stephen Krashen put forward what he called the input hypothesis (summarised in Krashen 1984). He claimed that language which we acquire subconsciously (especially when it is anxiety free) is language we can easily use in spontaneous conversation because it is instantly available when we need it. Language that is learnt, on the other hand, where 'learnt' means taught and studied as grammar and vocabulary, is not available for spontaneous use in this way. A bilingual school is one of the way to apply English as target language to be the second language of students in the school.

Indeed, it may be that the only use for learnt language is to help us to monitor (check) our spontaneous communication; but then the more we monitor what we are saying, the less spontaneous we become! In Krashen's view, therefore, acquired language and learnt language are different both in character and effect. Krashen saw the successful acquisition by students of a second language as being bound up with the nature of the language input they received. It had to be comprehensible, even if it was slightly above their productive level. He called this comprehensible input $i + 1$ (that is, information

the students already have plus the next level up), and the students had to be exposed to it in a relaxed setting. That's way, it is important to learn language in a good environment as like a school which has the policy to use English in daily communication in a school.

B. Previous Studies

The previous study, from other researchers has already discussed about code switching such as:

Munfarida (2010) analyzed code switching in SMS sent by students of STAIN Tulungagung. In her research, she found that the types of code switching used in SMS messages sent by students of STAIN Tulungagung are: intra- sentential code switching, inter- sentential code switching, intra lexical code switching, emblematic code switching, changing pronunciation feature. They used code switching for some reasons: talking about particular topic, quoting somebody else, being emphatic about something, inserting sentence fillers or sentence connectors, repetition used for clarification, intension of clarifying the speech content for interlocutors, expressing group identity, softening or strengthening request or command, a real lexical need that cannot be satisfactorily by the first language, humorous usage.

Arimasari (2013) analyzed of code switching found in the novel *Negeri 5 Menara*. She found that the result of the study shows that there are six types of code switching found in the novel *Negeri 5 Menara* are (1) Inter-

sentential switching, (2) intra-sentential switches, (3) establishing continuity, (4) emblematic switching, (5) intern code switching, (6) extern code switching. The use code switching in sentences of the novel *Negeri 5 Menara* by A.Fuadi is influenced by some speakers' motivation, that is (1) talking about a particular topic , (2) quoting somebody else (3) being emphatic about something (express solidarity), (4) interjection (inserting sentence fillers or sentence connectors), (5) intention of clarifying the speech content for interlocutor, (6) Repetition used for clarification (7) expressing group identity, (8) to soften or strengthen request or command, (9) the need real lexical, (10) To exclude other people when a comment is intended for only a limited audience. In this study also show the frequency of occurrence code switching. Percentage of Intra-sentential switches occurs in the amount 28,8 %, Inter-sentential 21,8%, Establishing continuity 5,1 % , Emblematic switches 12,8%, Intern code switching 8,3 %, Extern code switching 23,07 %.

Rohmawati (2010) analyzed code switching used by English teacher in teaching and learning class. The result show that there are some types of code switching based on the Hoffman theories those are: intra-sentential switching which occurred 19 times 47, 5 %, inter-sentential switching which occurred 10 times 25 %, establishing switching which occurred 7 times 17,5 %, emblematic switching which occurred 3 times 7,5 % , involving a change of pronunciation which occurred 1 times 2,5 %.

Lestari (2013) analyzed the type and the motivations of code switching used by the teachers in teaching and learning process in eight grade of MTsN MODEL Trenggalek. She found that the types of code switching 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. She also found 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.

Ngaisah (2013) analyzed code switching used by English teacher in teaching and learning process in first grade of SMPN 1 Karangrejo. She found four kinds of code switching that used by teacher in the teaching activity: 1). Intersentential Switching, 2). Intrasentential Switching 3). Emblematic Switching and 4). Establish Continuity. She also found five purposes based on the result of interview activity between the teacher and the researcher, there were: 1) Strengthen the request 2) Give motivation 3) Give more explanation 4) Explain about the meaning of new word 5) Testing the students understanding.

From the previous studies, the researcher found a point of view that code switching became one of topic discussed by other researchers. Then, the researcher proposed that he needed to conduct the followed research to enrich the data in other school level. In other hand, the researcher also convinced that the focus of this research was different from the previous ones in terms of school level and place was being studied.