

## CHAPTER II

### REVIEW RELATED LITERATURE

This chapter will show the review of related literature of the present study. The review comprises: Sociolinguistics, Speech Community, Bilingualism, Classroom Discussion, Code and Code Switching, Types of Code Switching and Previous Studies.

#### A. Review of Related Theories

##### 1. Sociolinguistics

People interact with others in society use language as their means of communication. Without a language, people will find some troubles when they do their 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 cannot be separated 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 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. 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 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 influence 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 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 requirements.

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 claims 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 bi-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 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)

Refer 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.

## **2. Speech Community**

The term speech community is widely used by sociolinguists to refer to a community based on language, but linguistic community is also used with the same meaning. If speech communities can be delimited, they can be studied, and it may be possible to find interesting differences between communities which correlate with differences in their language (Anam, 1996:25).

Meanwhile, Leonardo Bloomfield (as cited in Anam, 1996: 26) says that “a speech community is a group of people who interact by means of speech. Besides that, 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.

Implicitly when member of speech community are linked in social interaction, they are subconsciously tied up with norms obligations and value system sharpen in the community where they are interaction. Romaine (2000:23) speech community is “a group of people who do not necessary share the same language, but share a set of norms a rule for the use of language”. The statement above is in line with Labov definition of speech community (1972: 120):

The speech community is not defined by any marked agreement in the use of language elements, so much as by participation in a set of share norms; these norms may be observed in overt types of evaluative behavior, and by the uniformity of abstract patterns of variation which are invariant in respect to particular levels of usage.

Classroom is a simple part of speech community since the teacher and students interacts each other and has 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.

### **3. Classroom Discussion**

Engel and Ochoa as cited in Larson and Keeper (2002) state that classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, critical thinking and classroom community. Based on Oxford Dictionary (1999) the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas. Discussion is particularly relevant in social studies education because of the mandate to prepare students for participatory democracy. Weike and Mangram as cited in Larson and Keeper have examined the distinctive nature of discussion itself. Those studies indicate that there are various types of discussion that vary in purpose, content and format.

Discussion is thought to be a useful teaching technique for developing higher order thinking skills, skills that enable students to interpret, analyze, students explain their thoughts and ideas rather than merely recount and recite, memorized facts and details.

### **4. Bilingualism**

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 Indonesia has more than one language. Indonesian people often use more than one language, in their conversation and their interaction. Almost all of Indonesian 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 ( $L_1$  and  $L_2$ ) 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.

Macnamara (as cited in Rahardi, 2010: 19) says about bilingualism. He says that "bilingualism is the ability in mastering minimally two languages". Mastering here is master the basic of the language itself. Although the second language is in a low level, according to him it can be said bilingualism.

Bilingualism is sometimes seen as personal and social problem, not something that has strong positive connotations (Wardhaugh 1998: 98). Bilinguals are often broadly defined as individuals or groups of people who obtain the knowledge and use of more than one language. However, "bilingualism is a complex psychological and socio-cultural linguistic behavior and has multi-dimensional aspects" (Butler and Hakuta, 2006:1). So, it's not just two languages, but can be more than two languages.

## **5. Code**

Before we discuss about code switching, it is important to know what code is. Code is a term which refers to a variety. Poedjosoedarmo in Rahardi (2001:21-22) states that code can be defined as a speech system and the application of the language element which has specific characteristic in line with the speaker's background, the relationship between the speaker and

interlocutor and the situation. Code can be said not only as a language, but also as the varieties of a language including dialect, *undha usuk*, and style. Code must be understood between speakers and his interlocutors. If speaker can understand what the interlocutors said, so the interlocutors can take a decision and do as what he must do (Pateda, 1987: 83).

According to Wardhaugh (1998:86). He says that code is a system agreed which is used by at least two persons. Code is an instrument to make an interaction. Code is defined as language or variety of language. Code as language means the system agreed by people to communicate one with another. It refers to some languages used by bilingual or multilingual members of the society. However, code as a variety of language refers to style shifting in one language, for example: the used speech level in Javanese language. There are three kinds of speech level. They are *krama*, *ngoko*, and *madya*. There used depends on some social and cultural dimensions, such as age, sex, social class, and relationship between speakers.

In doing, this research the writer identifies her research based on the definitions of code as an instrument in communication across language. It is due to the fact codes in “*Native English Teacher in MTsN Kunir*” happen across language.

## **6. Code Switching**

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 (Longman, 1992:58). Code switching can take place in a conversation when one speaker uses one language answer in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence.

It is in line with Wardhaugh (1998:100) defines code switching as a strategy of using two or more languages in the same utterance. It means people may have a certain purpose when they switch the languages. He also adds that the ability to shift from one language to another is accepted as quite normal. He said that; most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code another or to mix codes. Even within sometimes very short utterance and thereby create a new code in a process known as code switching.

Code switching is a phenomenon which is limited to bilingual or multilingual situations. It can only be found in bilingual or multilingual speech community. Code switching occurs when a bilingual uses an alternative way between two or more languages during his/her speech with another bilingual. It is because bilingual people tend to switch the code from one language to another, especially when the languages they know are used in

their environment. It means the use of code switching depends on the speech community.

Actually it is not always easy to notice the differences between borrowing, code mixing, code switching and Blanc state that borrowing is talking, over linguistics form usually (usually lexicon items) by one language from another. These words are called loan words. Loan word can be assigned to the "*langue*" as described by Mackey as reported in Hoffman on the other hand, who gives definitions of code mixing based on three sources. First, He concludes from Poplack (1980), Mclaughlin (1984), and apple and Muysken (1987) that is;

Switches occurring at lexical levels within a sentence (intra tential) are referred to as "code mixes" and "code mixing". On other hand, change over phrases or sentences are called "code switches" and code switching"

Second, Schyter (1980) proposes that code mixing happens when one uses words or sentences in a wrong language, in a clearly monolingual situation. Then, the last definition is cited from Redlinger and Park (1980) who define codes witching as the combination of elements from two languages in a single utterance.

Mclanguhlin, as quoted by Hoffman , emphasizes the difference between code switching in the sense that code switching in the sense that code mixing takes place within sentence and usually involves single lexical

items while code switching is a language change occurring a cross phrase or sentence boundaries.

From the description of code switching by some sociolinguistics above it can be concluded that code switching is a linguistics term denoting the concurrent use of more than one language or languages variety in conversation. Code switching is sometimes used to refer to relatively stable informal mixture of two languages, such as English or Indonesian, or to dialect or style-shifting they move from formal to less formal setting or around it.

## **7. Types of Code Switching**

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

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

According to Hoffman (1991:112-113) states that there are four types of code switching. Those are:

(1) Emblematic

In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: *It's a nice day, hana? (hai nā isn't it).*

(2) Intra-sentential

This kind of code mixing occurs within a clause or sentence boundary, as when a Yoruba/English bilingual says: *Won o arrest a single person (won o they did not).*

(3) Intersentential

This kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other, as when a Spanish/English bilingual says: *Sometimes I'll start a*

*sentence in English y termino en español* (and finish it in Spanish).

This last may also occur as speakers take turns.

(4) Establishing continuity with the previous speaker

This kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to *bahasa Indonesia*. For instance:

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

Speaker 2: Correct! You got the point! *Kata 'banget' itulah letak permasalahanmu sekarang ini.*

(5) Involving a change of pronunciation

This kind of code switching or code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. For instance, the word 'strawberry' is said to be 'stroberi' by Indonesian people.

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?”

In line, 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 not uncommon in Javanese society. It is widely used in everyday interactions, for example, oh ya, saya tau. Di sebelah selatan sana tu, ya? (Oh yes, I know. On the south side over there, isn't it?). The most Indonesian tag questions are, iya kan?; begitu bukan?. While in English, ‘isn't it?’ (Susanto, 2008:48).

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 code 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. In line, Hoffman (1991:112-113) addressing on type of code switching in which same meaning with Tag switching by emblematic switching. These two words are the same meaning. To make easy in memorizing and understanding the researcher uses *Tag-switching* in this research.

## **B. Previous Studies.**

In this part the researcher presents some relevant studies previously conducted by other researchers. The source in the form of Thesis, the first 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. Second, an Analysis of Code Switching in The Novel 5 Menara by A.Fuadi. It will explain bellow:

The first 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.

Second is Ramadhani (2013) that thesis consent on the code switching in the Novel 5 Menara by A.Fuadi. 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 5 Menara, (2) To find out the reasons why the characters in the Novel 5 Menara 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 5 Menara 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 5 Menara 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 my thesis. The differences between my thesis and the first thesis are, my thesis just focus in one School, uses native English teacher as a sample. While the difference between my thesis and the second thesis is my thesis doesn't use Novel as object.