CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

The theories are on sociolinguistics, Multilingualism, Code Switching, the Types of Code Switching, the factor of code switching, The Functions of Code Switching.

1. Sociolinguistic

When people interact to another people, they must use language. Language is important to many people in daily life. Because language is tool to communicate to other people, to share the knowledge, to send the message, to show their feelings, and also to give opinion and idea. In society many people need the language for interaction. Sociolinguistics is the study of the relationship between language and society. According to Madayani (2014:1) "Sociolinguistics is the study of the effect of any and all aspects of society on languages. Sociolinguistic, as its name implies, mainly deals with sociology and linguistics. Socio means society and linguistics means a scientific study of language, or as science dealing with language. Sociolinguistics belongs to a branch of macro linguistics, as one of the branches of linguistics according to the point of view is not only language itself but also another science outside of language". Sociolinguistic is very influent in daily life especially in society and language. Because in sociolinguistic people know about society and

language. "The word sociolinguistics contains of two words. First is society which means any group of people who are drawn together for certain purpose and the second is language which means the members of particular society speak , Wardhaugh (2006:1)" Sociolinguistics is the study of kinds of language used in social context. There are so many phenomena to the function of language can be found in our society. The common phenomenon than can be found is code switching.

There are some definitions about sociolinguistics given by sociologists. Pride and Holmes in Madayani (2014:1) "define sociolinguistics as the study of language as part of culture and society". Holmes in Wardhaugh (2006:11) says that 'the sociolinguist's aim is to move towards a theory which provides a motivated account of the way language is used in a community, and of the choices people make when they use language.' Hymes in Wardhaugh (2006:11) has pointed out that even a mechanical amalgamation of standard linguistics and standard sociology is not likely to suffice in that in adding a speechless sociology to a sociology-free linguistics. We may miss what is important in the relationship between language and society. Specific points of connection between language and society must be discovered, and these must be related within theories that throw light on how linguistic and social structures interact.

Sociolinguistics concerns on investigating the relationships between language and society with the goal being a better understanding

of the structure of language and of how languages function in communication; the equivalent goal in the sociology of language is trying to discover how social structure can be better understood through the study of language. E.g., how certain linguistic features serve to characterize particular social arrangements? Chambers in Wardhaugh (2006:15) voices a similar view and Downes in Wardhaugh (2006:15) echoes it: 'sociolinguistics is that branch of linguistics which studies just those properties of language and languages which *require* reference to social, including contextual, factors in their explanation.' However, in reviewing research on language and society, Downes' reach far exceeds that of Trudgill, even that of his glossary of terms (2003, p. 123), where he characterizes sociolinguistic research as 'work which is intended to achieve a better understanding of the nature of human language by studying language in its *social context,*and/or to achieve a better understanding of the nature of the relationship and interaction between language and society.

2. Multilingual

Multilingual is the ability to speak more than one language. In many parts of the world, this kind of ability is not all remarkable. Usually this ability is acquired naturally and unselfconsciously, and the shifts from one to another are made without hesitation. Madayani (2014:). Multilingual is a powerful fact around the world, a circumstance arising, at

the simplest level, from the need to communicate across speech communities.

As Sridhar in Wardhaugh (1996, p. 50 in) says, 'multilingualism involving balanced, native like command of all the languages in the repertoire is rather uncommon. Typically, multilingual have varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversational skills all the way to excellent command of the grammar and vocabulary and specialized register and styles.' Sridhar adds: 'multilingual develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used.' Context determines language choice. In a society in which more than one language (or variety) is used you must find out who uses what, when, and for what purpose if you are to be socially competent. Your language choices are part of the social identity you claim for yourself.

3. Code

In every interaction people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home. Code

will be taken as verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language.

A code is the particular dialector language that a person chooses to use on any occasion. A rule for converting a piece of information (for example, a letter, word, or phrase) into another form or representation is not necessarily of the same sort. The code is way to make people easy to understand the topic that discuss. When talking about work or school at home, for instance, they may use the language that is related to those fields rather than the language used in daily language communication at home.

A code is a system used by people to communicate with each other. According to Stockwell in Madayani (2006:29) a code is a symbol of nationalism that is used by people to speak or communicate in a particular language.

4. **Code Switching**

In sociolinguistic, we can find what code switching is. Code switching is languange in use when the peoplecommunica and interact with other people. It is a language switching when the learners do not understand what the lecturer tells when lecturer explains using pure English language. While Bokamba in Madayani (2014:31) defines code switching is the mixing of the word, phrase, and sentences from two distinct grammatical systems across sentence boundaries within the same speech even. The phenomenon of code switching is examined from a conversational analysis perspective, and as such is viewed as interactive

exchanges between members of a bilingual speech community. Madayani (2014:30).

Hymes in Madayani (2014:29) says that code switching has become a common term for alternate us of two or more language, varieties of language or even speech style. We can find when the lecturer explains in English, code switching is the alternate to explain the subject in order to the learner understands, because learner usually understands more than not using code switching. Therefore code switching is tool that the lecturer uses to explain the subject.

Code switching is a communicative strategy widespread in bilingual communities where people are able to speak two languages comparably well and, thus, they choose a code that transmits their intentions in the best way. Code switching takes a variety of forms. It can occur within or at the end or beginning of sentences. In inter-sentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. In intra-sentential code switching, the shift is done in the middle of a sentence with no interruptions, hesitations, or pauses that indicate a shift (Lipski, 1985). Inter-sentential language switching is known as mechanical switching. It occurs unconsciously, and fills in unknown or unavailable terms in one language.

5. The Types Of Language Switching

According to Susanto (2008:47-50) the classification of code switching used in the present study follows the view that code switching can be classified into three types: tag switching, inter-sentential code switching and intra-sentential code switching. Romaine in Susanto (2008:47). This division is based on the scope of switching or the nature of the juncture in which the language alternation takes place.

Romaine in Susanto (2008:47) states that there are three types of code switching. Each of types is discussed below.

a. Tag switching

Tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in the other language. For example 'you know', 'I mean'. Tag switching is subject minimal syntactic restriction; therefore, tags may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. Romaine in Susanto (2008:47). While researcher, likes romaine, has identified tags as a locus of code switching, none of the previous studies of Indonesian-Javanese code switching looks at tags. Therefore, in this section general information on tags is discussed later in the thesis (section 7.3, page 183). Using tag-phrase is not uncommon in Javanese society. It is widely used in everyday interactions (Johns in Susanto, 2008:47), as seen in example;

1) Oh, ya, saya tau. Di sebelah selatan sana tu, ya?

Oh, yes, I know, on the south side over there, isn't it?

2) Kamu kesel, ya?

You are annoyed, aren't you?

Both the Indonesian and Javanese languages have tag questions. The most prevalent Indonesian tag questions are, for example, 'iyakan', 'begitu bukan'. While the Javanese tag question are, for example, 'iyotoh' (Javanese Ngoko), 'nggih toh' (Javanese Karma), all of which are equivalent to the English tag question 'isn't it?' Tag question may be used polite request or to avoid the impression of a firm order, as seen in 6. It is important to note that the speaker at the end on their utterance commonly uses Indonesian/Javanese tag questions.

3) Jendela ditutup ya, sebelum tidur.

Shut the window before you sleep, won't you?

b. Inter-sentential switching.

Inter-sentential codes switching is the switch involving movement from one language to the other language between sentences, Appel & Muysekn in Susanto (2008:48) Sridhar & Sridhar in Susanto (2008:48). This situation may also include a switch from a whole sentence or more than one sentence that produce entirely in one language into the other language(s) in the conversation. (Myres-scotton in Susanto 2008:48). Inter-sentential CS, according to Romaine in Susanto (2008:48), requires speakers to have greater fluency in both languages than merely to have an

ability to tag-switch, because the major portion of the utterance has to conform to the rules of both languages, as Widjajakusuma in Susanto (2008:49), who analysed Indonesian/sundanese CS illustrates in (**bold face italic** is sundanese).

1) Mrs.N Bayi ibu Muhtar gemuk saya lihat tadi.

'Mrs. Muhtar's baby is healthy, I saw earlier.'

Mrs.S saya belum sempat nengok….

'I haven't had time to do so.'

Mrs.H nanti deh kapan-kapan kita kesana, kalau ada hajat cukuran.

Basa di ibu***Togegeuning, menihaneuteun***" (…..) waktu di ibu T jugakan, suasananya hangat benar.)

'Later some time we'll visit when it is a time for the baby to have hair cut (…) when (we) visited Mrs. T ***the situation was so friendly, wasn't it?***'

This conversation takes place between several housewives from different ethnic backgrounds, and in the house of a woman who was a teacher.

c. Intra-sentential Switching

Intra-sentential switching concerns on language alternation that occurs within a sentence or a clause boundary. Sometimes includes mixing within word boundaries. Because this type CS involves the greatest syntactic risk, a less bilingual may avoid using it, Romaine in Susanto, (2008: 50). Since intra-sentential CS occurs within sentence/clause/word

boundaries it contradicts Weinreich's in Susanto (2008:50) view of the 'ideal bilingual'; because both inter and intra-sentential CS, as Romaine in Susanto (2008:50) argues, takes place without the apparent change of variables constraining CS such as setting, topic and degree of competence in both languages. From Weinreich's point of view, these variables are of great importance in determining the occurrence of both inter-sentential CS and intrasential CS. Grosjean in Susanto (2008:50) claims that CS may also take place in a phrase:

1) Dari jam sepuluh empat lima *tekan jam sewelas seprapatkan.*

From ten forty five *to eleven fifteen, isn't it?*

In daily conversation, it is not impossible that all three types of code switching are found within the same discourse. From some different aspects, there are some types of language switching:

a) Intern Language Switching

b) Extern language switching

According to Suwito in Madayani (2014:37) the type of language switching based on the relationship among the language participate in the process. He distinguishes intern language switching from extern language switching.

1. Intern Language Switching

For this type, it is participant of two or more regional languages in one national language, or two or more dialects in one language, even

different style in one variant. For example, language-switching between Bahasa Sunda and Bahasa Indonesia or Bahasa Sunda and Bahasa Madura.

2. Extern Language Switching

This type of language switching participates mother tongue language of speakers and foreign language. For examples, language switching between Indonesia language and English, Arabic and English and so forth.

The researcher uses the type of code switching based on two theories; they are theory name Romain and theory name Suwito.

6. **These Kinds of Code- Switching:**

According to Bauer (2010:3) Code Switching is distinguished between Situational Code Switching, Conversational Code Switching and Metaphorical Code Switching:

a. Situational code-switching: the situation determines the choice of language.

Choice of language changes as the situation changes: Language X is used in one particular situation, but Language Y is considered more appropriate for some other situation. Choice of topic is not involved. Switching from one code to another can change or redefine the social situation: from formal to informal, from official to personal, from serious to humorous, from politeness to solidarity or intimacy.

b. Conversational code-switching: the topic of the conversation dictates the choice of language.

"[This] is not linked to a change of external factors of the speech constellation, but occurs within an externally invariant speech situation, within a turn or even intra-sententially. For example, 'informality' in a formal situation, the different types of relationships between individual participants in a conversation, irony vs. seriousness, and background information vs. the 'actual' message can all be contextualized by means of code switching." Bussmann (2000:78-79)

c. Metaphorical code-switching: the choice of language determines the situation.

The choice of language defines the social situation. ". . . a variety normally used only in one kind of situation is used in a different kind because the topic is the sort which would normally arise in the first kind of situation." (Hudson 1980:56)

Wardhaugh (2006:104) describes two kinds of code-switching: situational and metaphorical. *Situational code-switching* occurs when the languages use changes according to the situations in which the conversation find themselves: they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic requires a change in the language used we have *metaphorical code-switching*. The interesting point here is that some topics may be discussed in either code, but the choice of code

adds a distinct flavor to what is said about the topic. The choice encodes certain social values. Linguists have found it very difficult to explain precisely when, linguistically and socially, code-switching occurs, i.e., what all the constraints are. However, there is broad agreement about the general principles that are involved.

The instances of situational code-switching are usually fairly easy to classify for what they are. What we observe is that one variety is used in a certain set of situations and another in an entirely different set. However, the changeover from one to the other may be instantaneous. Sometimes the situations so socially prescribe that they can even be taught, e.g., those associated with ceremonial or religious functions. Others may be more subtly determined but speakers readily observe the norms. This kind of code-switching differs from diglossia. In diglossic communities, the situation also controls the choice of variety but the choice is much more rigidly defined by the particular activities that involved, and by the relationship between the participants. Diglossia reinforces differences, whereas code-switching tends to reduce them. In diglossia too, people are quite aware that they have switched from H to L or L to H. Code-switching, on the other hand, is often quite subconscious: people may not be aware that they have switched or be able to report, following a conversation, which code they used for a particular topic. As the term itself suggests, metaphorical code-switching has an affective dimension to it: you change the code as you redefine the situation – formal to informal, official to personal, serious to humorous, and politeness to solidarity.

Blom and Gumperz in Mesthrie (2011:305) introduce the useful distinction between *situational* and *metaphorical* switching. In situational

switching the shift in language is determined by factors external to the speaker, such as a new interlocutor entering the conversation or a new topic being introduced, while in metaphorical switching it is the speaker herself who creates a change of atmosphere by shifting languages.

7. The causal factors of language switching

According to Madayani (2014:34) language switching would not exist if there are not same crucial factors motivating the process. Chaika in Madayani (2014:34) proposes that the bilingual (also multilingual) speakers' use of two languages is strongly motivated by social situation, and type of conversation, as well as the very real need to identity with his compatriot. Hence, it gives sense that there are different motivators of the distribution of language switching.

The motivators can be played as the causal factors of language switching. Systematically, Suwito, the Indonesia sociolinguist, classifies the factors into six points.

a. The speaker

Having position as speakers may motivate the members of social interaction to convey his crucial personal purpose. This can be cooperated with Chika's statement saying that in all interaction, each person means what or she says and is speaking with a purpose.

b. The interlocutors/hearer

The presence of interlocutors may motivate speakers as the member social interaction to change from their use of one language to the language used by the interlocutors. It is fact, when people are

shuttled in social interaction which it participates the use of language they should feel more intelligible and comfortable to speak same language. From this point, the interlocutors may be categorized into two groups:

1. The interlocutors who come from same ethnic and have habitual use of language with the speakers

2. The interlocutors who come from different ethnic have different habitual use of language from speakers.

However, language switching, in the interaction with the first group of interlocutors, may be operated by participating the use of variants of one language. This may be dealt with what Gumperz proposes that in monolingual speech community the linguistic repertoire of particular social network may consist of social class varieties, regional varieties, or social class and regional varieties, or social class, regional and exceptional varieties which are being contrary to face the second type of interlocutors people may switch from the use of one to another different language.

c. The presence of the participants

Sometime, two speakers who participate in speech interaction have to change their language, for the reason of the presence of participants who come from different language group. This can be assumed as the effort of the speaker to bring the participants into their interaction. For instance, in one occasion two Javanese students who

interact by using Bahasa Jawa aspire to switch their language into Bahasa Indonesia when their Madurese friend whose habitual use of language In Bahasa Madura participates in their conversation. Another occasion may happen in the shop or market where the seller and the buyer have different ethnic or language.

d. The topic discussion

The topic discussion can be included as the dominant aspect motivating people to proceed language switching. Topic discussion comprises formal and informal topics. Formal topics are often expressed by formal style, meanwhile, informal topic are closed to informal language. People have initiative to change their use of one language when they change the topic of their discussion. It may be operated by changing from one language into another or from one style of language into another. For example, in the classroom when she was a student, he or she May spears in Javanese language.

e. Humorous usage

Language switching may also applicable when people have initiative to convey humorous expression. It can be shown from the language-switching operated by clown, jokers, or when a presenter in seminar is aspiring to keep the participants of the seminar from boredom by uttering humorous expression. For example, when there is a seminar in English then presenter makes a joke in Indonesia language or in Javanese language.

f. Prestigious usage

Language switching is merely not used for conveying humorous, moreover, it is also applied for conveying prestige. Naturally, some social community members want to be regarded as intellectual people, high-class group. They tend to show their identification by operating language switching which is done by changing from common language to scientific language though it just term.

8. **The Function of Code Switching**

According by Matton and Burenhult (1999:61) in Sert (2005:2) there are three functions.

a. Topic Switch

In topic switch cases, the teacher alters his/her language according to the topic under discussion, Sert (2005:2). this mostly observed in grammar introduction, that the teacher shift his/her language to the mother tongue of his /her students in dealing with particular grammar points, which are taught at that moment. The following example (the teacher switches from Indonesia into English) is code switching that has functioned as a topic switch:

☐ The direct speech becomes, when *langsung* subjeck, so *setelah* when *itu* he, *will berubah jadi* would.

[The direct speech becomes, after when is subject, so after when is he, will change into would] 14

The example shows that the teacher switched the language from English into Indonesian in order to make the students easier to understand the pattern of direct speech.

b. Affective Function

Sert (2005, p.2) proposed that code switching also carries affective function that serves for expression of emotion. In this case, code switching is used by the teacher in order to build solidarity and intimate relations with students. In this sense, one may speak of the contribution of code switching for creating a supportive language environment in the classroom. For following example:

☐ I will ask you one by one to tell about your past experience, don‟t be afraid?.*Jangan takut, ya sudah kalau begitu kalian tulis dulu di buku kalian.*

[I will ask you one by one to tell about your past experience, don't be afraid?. ok then, you just write down your past experience in your book.]

This example shows that the teacher helps the students to enjoy the lesson by switching the language from English into her mother tongue. She or he tries to make the classroom situation more relaxed.

c. Repetitive Function

Sert (2005:2) said that in repetitive function the teacher uses code switching in classroom setting in order to transfer the necessary knowledge for the students for clarity. The teacher code switches to

mother tongue in order to clarity meaning. In this case, stresses are very important on foreign language content for efficient comprehension. 15

However, the tendency to repeat the instruction in mother tongue may lead the negative effect for the student. The students may lose interest in listening to the basic instruction that has academic consequence. She is the example of code switching which has repetitive function.

◻ And this, to lift the load, you need to … have some effort or the force *Untuk mengangkat sesuatu kamu mesti gunakan tenaga*

[And this, to lift the load, you need to … have some effort or the force to lift something you have to use force]

The teacher switches from English into Malaysia (then and Thing, 2009)

B. Previous Studies

In this part the researcher presented some relevant previous studies conducted by other researchers such as a thesis which was published in 2014 entitle Code Switching Performance by Sixth Semester Students in Classroom Dicussions at IAIN Tulungagung written by Lutfiana Dewi Khoirun Nisa. Mohammad Hasanul Izza a student of English Department Program Islamic Education Department State Islamic Institute of Tulungagung conducted another research in 2015 entitled An Analysis Of Code Switching used by

English Teacher in Teaching Learning Process at Second Grade of MA Darul Hikmah Tawangsari Kedungwaru Tulungagung. the last research was conducted by Rahmadhani Arimasari published in 2013entitled An Analysis of Code Switching used in The Novel *Negeri 5 Menara* by A. Fuadi.

The similarity of these three researches with this research is that they analyze the use of code switching strategies in a language. However, the difference of the first thesis that this thesis does not use classroom discussion as object and student as subject. The seconds is that this thesis just focuses on 2 classes and uses 2 lecturers as subject. The other difference is where the research takes places. While the differences between this research and the third thesis is that this research does not use Novel as the subject.