

## **CHAPTER II**

### **REVIEW RELATED LITERATURE**

This chapter reviews the literature concerning speech community, bilingualism, code and code switching. Definitions of code switching given by different researchers will be presented as well as various classifications of code switching.

#### **A. Speech Community**

The term of speech community is widely used by sociolinguist to refer to a community based on language, but linguistic community is also used with the same meaning (Hudson 2001). Sociolinguistics is the study of language use within or among group of speakers. What are groups? The concept of a group is difficult to define but one we must try to grasp. A group must have at least two members but there is really no upper limit to group membership. People can group together for one or more reasons: social, religious, political, cultural, familial, and vocational. The group may be temporary or quasi-permanent and the purposes of its member may change. A group also may be more than its member. For individuals may come and go. It may be linked to an enduring social category, region, or many other types of associated entities. Group members neither also belong to other group and may or may not even meet face-to-face.

We must also be aware that the groups we refer to in various research studies are often groups we have created for the purposes of our

research using this or that set of factors. They are useful and necessary constructs but we would be unwise to forget that each such group comprises a set of unique individuals each with complex identities. Consequently, we must be careful in drawing conclusions about individual on the basis of observations we make about groups that we have defined for our research purposes. Said that what sociolinguist (and social scientist) seeks to do is not to make such generalizations, but to discover patterns in data which link social factors with language use without ignoring variation within group and the specific practices and experiences that make up individual identities.

Speech community is the people who use a given language (dialect). One approach to defining a speech community often taken in sociolinguistics is to say that the speakers in such a community share some kind of common feeling about linguist behavior in that community. That is, they observe certain linguistic norms. Labow (1972:120) defined that speech community is used as participation in a set of shared norms; it is not defined by any marked agreement in the use of language element. The norms divided as abstract patterns which invariant to particular levels of usage.

This definition shifts the emphasis away from members of a speech community speaking the same to ascribing the same social meaning to particular ways of speaking. Milroy (1987,13) has indicated some consequences of such a view that all New York speakers agree in viewing presence of postvocalic as prestigious. They also agree on the social value of a large number of other linguist elements. Thus, from the highest to lowest

are said to constitute a single speech communities. They may be said to be united by a common evaluation of the variable.

Thus it is not so much how one speaks as how one evaluates ways of speaking that form a speech community according to this definition. For the purpose of research, however, this is not a practical definition; values of particular ways of speaking are even less immediately apparent than linguistic patterns. Thus, this idea of shared norms is an important one.

The concept of the speech community is also somewhat abstract because the particular norms that a community uses may or may not be exclusively linguistic in nature, and along with norms about particular linguistic variables and their social meaning and values, these norms involve evaluations of ways that language is used as well. Language reflects what people do and know when they interact with one another (Morgan, 2001). He assumed that when people come together through discursive practices, they behave as though, aware, operating within shared a set of norms and capable of knowing when they are being adhered to. It is fundamental in understanding identity and representation of ideology.

In other words, we are using the concept of communicative competence, that speakers within a speech community share a sense of social norms in discourse, along with ideas about the social group identities indexed by various varieties or features of language. One example of how discourse patterns may be significant within a speech community is found in Hymes (2004). He presents analyses of narratives from various Native American

languages. In other words, such speakers use English in special ways to maintain their separate identities within the dominant English-speaking community.

Gumperz (1971:114) expresses much the same view of the importance of shared norms, and also notes that the groups may be of various sizes and formed for variation purposes. He said that most groups may be treated as speech communities. They show linguistic peculiarities that warrant special study. Gumpers also said that modern nations divisible into sub regions, sub varieties or even neighborhood gangs.

Thus the relationship between language and social structure is paramount in the development of the concept of the speech community, and this includes the idea that there are different levels of speech communities which correspond to different types of social groups.

## **B. Bilingualism**

Bilingualism in Indonesia is *Kedwibahasaan*. Bilinguals are those who use two (or dialects) in their everyday lives. Bilingualism is ability using two languages as well. In sociolinguistics, bilingualism is using two languages in society one by one (Mackey 1962:12, Fishman 1975:73). Bloomfield (1933) said that mastering two languages means mastering two code systems.

To mastering two languages, people must master both languages itself. Firstly Mother language or first language (L1) and secondly language

(L2). The people who can speak two languages called bilingual. The ability to use two languages called bilingualism.

Considering what Bloomfield said, the people called bilinguals if they can use first language as well as second language. This concept is wondered by others because of any reason. How to know the ability of mastering two languages? Second, is it possible for people use first language as well as second language? The opportunity to speak first language is more than second language. In other hand, people who live in second language community will have big opportunity to speak second language than first language. For that reason, Robert Lado (1964:214) said that bilingualism is the ability to use language almost good as the language itself. It means, the mastering two languages perfectly are not obligated for bilingual people.

According the basic concept of bilingualism, Diebold (1968:10) said about incipient bilingualism. Incipient bilingualism is bilingual situation for beginner like children or people who learn second language. In this step, bilingualism is so simple. This concept is being the basic for bilingualism.

Bilingualism is the skill using two languages in interaction with others. We have to understand that not all people are bilinguals. Depend of situation where they need to speak second language or not. Yan Haryanto (2001:28) said that there is two kind of bilingualism. Firstly is equal bilingualism. Equal bilingualism is the condition when the people mastering second language as well as first language. In this condition, the speaker speaks very well without intervention from another language when using one

of language. For example Javanese student, they speak their first language (Javanese language) in home very well. Other situation, they can speak second language (Indonesian) very well also without intervention from Javanese language. Second is a complex bilingual. A complex bilingual is happened when people start to learn second language and foreign language. In this condition, the first language influences the second language or foreign language.

We already talk about bilingualism from bloomfield statement above about the speaker skills using the second language as well as first language. Another opinion from bloomfield said that mastering two languages means mastering two codes. It means language is not langue, but parole (dialect). Haugen (1968:10) said the similar opinion also that mastering both languages also dialect. From that statement also conclude that the meaning of language is very wide. Language is langue until language is dialect.

Another question is, when the speaker switches the language? This question relate with who, what, for whom, when, and what purpose the switching language used. In Thai, students have different dialect when they speak in home different with school situation. Because school is formal institution, they speak National Thai language. From that situation, we can see when the second language used.

Another problem is how far the first language speaker influences his/her second language. We assume that people mastering first language

better than second language. So that's why second language is influenced by first language when speaker start to learn second language.

### C. Code

In communication, code is a rule for converting a piece of information (for example, a letter, word, or phrase). In communication, information, processing, encoding and the process by which a source performs this conversion of information into data, which is sent to a receiver. Risa Umamin (thesis, 2013) said that term like dialect, language, style, standard language taken from information theory can be used to refer to any kind of system that two or more people employ for communication. Haryanto (2001:29) said that code is term of language and dialect. When communication happened, we have the choice to choose the language or dialect in where situation we are. That is called choosing code. If we use more than one code, usually we will evaluate what the purpose and when the conversation happened. There are two codes when we want to speak in conversation, code switching and code mixing. In this review, the researcher focused on code switching only to make limitation in the review. Code switching happened when first speaker using first language and interlocutor using different language. For example:

Teacher: We understand that English is International language. So ,  
we must be eager for studying English.

Student: Mai ru khru. "eager" tam arai?

Teacher: khab, mai qiqan.

In semiotics, the concept of code is of fundamental importance. There is relationship between the signifier and the signified was arbitral. Hence, interpreting signs requires familiarity with the sets of conventions or codes currently in use to communicate meaning. However, not many researchers really explicate the term in their definition. In this study, code will be taking as a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language.

In the context of cryptography, a code is a method used to transform a message into an obscured form, preventing those not in on the secret from understanding what is actually transmitted. The usual method is to use a codebook with a list of common phrases or words matched with a code word. Messages in code are sometimes termed code text.

#### **D. Code switching**

Different linguists define Code switching as follows Bloom and Gumperz (1972). They stated that code switching is the alternating use of the two or more codes in the same conversational situation. Moreover, Code switching is defined as the changing back and forth between two language varieties, especially in a single conversation (Trask, 1995).

Additionally, Poplack (2000) defined Code switching as the mixing by bilinguals or multilingual of two or more languages in discourse. Furthermore, Valdes and Fall is as cited in Duran (1994), said that Code switching is “the use of two languages, which implies some degree of competence in the two languages even if bilingual fluency is not yet stable. In



brief, Code switching is the situation in which speakers switch between two or more languages in conversation within the same context. In the field of Code switching study, many linguists have examined the different characteristics found in code switching.

### **1. Types of Code Switching**

Code switching is changing the code from one language to another language because of speaker's purpose. Code switching can be happened when some people come in the middle of conversation and asking the speaker with another language because they speak different language. It can be happened also when stranger come and asking question using formal language. There are so many types/kinds about code switching which maintains by researcher. It classified based where code switching used and what situation happened which make people change the code. We can see code switching types from different researcher below:

#### **a. Code switching classified by Poplack (1980)**

Poplack (1980) explains the types of the code-switching as below:

1. Inter-sentential code-switching which involves a switch at clause/sentence boundary. In this case one clause is in one language and the other in another language. This type is situation of code-switching between sentences without inserting new information.

Example of this is:

“I don’t really like Indian food, kin leaw kha?”

[“I don’t really like Indian food, but if you want to try, let’s try it”]

The example of this in teaching and learning process:

Teacher : Now, I have a question. Do your parents encourage you to study hard?

Students :Yes... No.

Teacher : Yes or no? How? khrop krua (thai) chak mai?

Students : Kha (Thai Language)...

2. Extra-sentential or tag-switching which involves the insertion of a tag, e.g. “you know”, “I mean”. from one language into a clause or sentence in a different language. The example are

Teacher : Present tense is tenses which explain about habit event. Understand!

Teacher : Yes, it is right,kan? Please check the picture we have.

3. Intra-sentential code switching which involves switches of different types occurring within the clause boundary, including within the word boundary. For example: diopen. [“opened”] The example of this in teaching and learning process:

Teacher : Translate the first paragraph. the first sentence and the second sentence *Mai*, The Third Paragraph..

**b. Code switching classified by Bloom and Gumperz (1972).**

Bloom and Gumperz (1972) were the first linguists to introduce the concepts of setting, situation, and events taken as stages recognized in the enactment of personal strategies to analyze the meaning of choice between the two varieties as, for example, situational switching and metaphorical switching.

1. Situational Switching.

In terms of situational switching, each point of switching corresponds to a change in the situation. In other words, one speaker may speak a different language depending on the situation, but the language spoken in that particular situation does not vary. In this situation, many features relating to social factors are involved in determining which language is to be used. So the notion of situational switching assumes a direct relationship between language and social situation in which such changes are defined by the rights and obligations of the participants. (Bloom and Gumperz, 1972)

In brief, situational code switching occurs when the language being used is changed according to the situation in which

the interlocutors find themselves. In other words, the participants speak one language in one situation and another in a different situation. Davies and Bentahila (1994) studied why people switch languages in terms of situational switching. They pointed out that a speaker might speak one language at home then switch to another language at his or her workplace. In other cases, there may be an overlap between the domains of each language used so that the speaker will use different languages in different settings. It is assumed that the speaker has the psychological or linguistic ability to evaluate the language used in different situations correctly, to make a choice as to style or code, and to realize that choice correctly. Moreover, Spolsky (1998) stated that the situation is an important factor determining which dialect or language is to be used. For example: English teachers always using formal language in the classroom. But, they will speak informal language when talking about family, movie, or sports in the teachers room.

## 2. Metaphorical Switching

In metaphorical switching, speakers use two languages at the same time to signal identities and a change of role. The particular topics or subject matter of the conversation mark metaphorical switching. There is more freedom of language choice allowed to the participants and the situation does not have much influence

on metaphorical switching (Bloom and Gumperz, 1972). Bloom and Gumperz noticed that the subjects of their study, clerks, used both standard and change of relations in the roles of the participants in the dialect phrases, depending on whether they were talking about official matters or not. In brief, metaphorical switching occurs when the speakers code switch to signal identities or a conversation. Metaphorical switching is influenced by the topics of the conversation and it is not influenced by the social situation. For example: a student in university knows that one of lecturer likes to speak English than Indonesian. Even the lecturer using Indonesian in the lecturing activity, that student will asking question using English to make the lecturer aware and give the good score for that student.

### 3. Conversational Switching

In 1976, Gumperz suggested another kind of code switching, which he called “conversational switching”. Conversational switching is different from the two kinds of code switchings mentioned earlier. There is no change in topic, which might lead to metaphorical switching and no change in the situation, which would occur in situational switching. Instead, the two varieties are produced in equal proportions. The speaker may switch within a single sentence, and may even do so many times. One sentence is expressed in one variety and the next sentence in another

variety, and so on (Gumperz, 1976). Moreover, Hudson (1980) stated that conversational switching takes place when the varieties are distinct languages.

**c. Codeswitching Classified by Hammink (2000).**

1. Intrasentential Code switching

The intrasentential Code switching is switching at the clause, phrase or word level if no morphophonological adaptation occurs. It is the most complex type of cs, requiring as it does that the speaker be able to control two linguistics systems simultaneously.

e.g. : Nur 订票 (sûx lâw) for flight.(nur already bought a ticket for flight )

(Hammink, 2000:3) “It is the most complex type of Code switching in which the speakers are able to control two linguistic systems simultaneously” (Poplack, 2002). Poplack (2002) had established two constraints on intrasentential Code switching including constraints of equivalence, word order immediately before and after a switch point must be grammatically possible in both languages, and free morpheme constraint, no switches are allowed between stem and affix, and few within idiomatic expressions and set phrases. These constraints were derived from Poplack’s observation of Code switching behavior and are

descriptive, not prescriptive. She tried to predict points where intrasentential Code switching might occur. Poplack found that the violations of the equivalence constraint, produced by her respondents, usually involved adjective placement, and were uncommon. Poplack also observed that, while idiomatic expressions are often considered to behave like bound morphemes, a small number of switches within idiomatic expressions occurred in the speech of her respondents..

## 2. Intersentential Code switching

The intersentential Code switching is switching at the sentence level. It may serve to emphasize a point made in the other language, signal a switch in the participants' conversation, indicate to whom the statement is addressed, or provide a direct quote from, or reference to, another conversation. The following examples are from Hammink's (2000) Code switching research between Spanish (in plain text) and English (in italic text).

e.g. : Y luego me dijo '*don't worry about it.*'

(And then he told me 'don't worry about it.')

La dije que no quería comprar el carro. *He got really mad.*

(I told him I didn't want to buy the car. He got really mad.)

(Hammink, 2000:2)

Don (2003) found that Code switching was mostly made up of intersentential Code switching. He conducted research about

language-dialect Code switching (specifically Standard Malay/Kelantanese Malay Code switching). The study attempted to present the main findings of an analysis of Code switching carried out at the University of Malaya among Kelantanese Malay undergraduates who were 20 to 25 years old. The data came from recordings of spontaneous conversations collected over a period of 3 months, and interviews conducted with the informants. The results revealed that the majority of his subjects code switched intersententially.

Code switching within a single turn of talk is a common characteristic activity of this group of subjects. Most of the Code switching involved a whole utterance while there were few occurrences of small constituents in utterances.

### 3. Inside-classroom and Outside-classroom Code switching

Code switching performs differently when it occurs in different settings. Macias and Quintero (1992) found that children are able to speak both languages inside the classroom. The purpose of their study was to describe different aspects of CodeSwitching in the learning process in a classroom setting with young bilingual children and their parents. The results showed that the children used both languages freely in oral discourse to their teacher and their parents and they also communicated effectively through the use of English and/or Spanish.



Dandee's (2003) study reinforces that of Macias and Quintero (1992). She studied Code switching between English and Thai and focused on study-days (inside the classroom) and non-study-days (outside the classroom). She investigated the relationship of Code switching and social factors: interlocutor, location, subject matter, gender, and educational background. The results revealed that Code switching occurred inside the classroom more than outside the classroom.

## **2. The functions of Code Switching**

Code switching is a widespread phenomenon of the fluent speech of many bilinguals so Code switching nowadays is becoming an interesting topic and many linguists have done a lot of Code switching research in this area. Each study has its own point of view. Some researchers study Code switching types and many other researchers focus on Code switching functions and social factors or causes, which influence Code switching.

### **a. Functions of Code switching classified by Sert (2015)**

Sert stated that there is three functions of code switching. These functions are listed as topic switch, affective functions, and repetitive functions.

#### **1. Topic switch**

In this case, the teacher changes his/her language according to the topic that is under discussion. This mostly observed in grammar instruction. Teacher switches his/her language in dealing with particular

grammar point which are taught at that moment. In this cases, students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue.

## 2. Affective function

In affective function, teacher switches the language in order to build solidarity and intimate relations with the students. Teacher creates a supportive language environment in the classroom also. It will make the classroom environment better. Teacher can express his/her emotion with switch language in order to refresh the teaching learning process.

## 3. Repetitive function

Another functionality of code switching in the classroom is repetitive function. In this case, teacher uses code switching in order to transfer the necessary knowledge for students for clarity. The teacher switches to native language in order to clarify meaning and in this way stresses importance on the foreign language content for efficient comprehension.

### **b. Functions of Code Switching by other linguists.**

Linguists nowadays are interested in Code switching functions. Code switching functions are categorized as directive, expressive, declarations, interjections, emphasis, clarification, question shift, equivalence, floor holding, conflict control, calling for attention or sense of humor, gratitude and apology.

#### 1. Representative or Representation of Speech

Soon (1987) studied the functions of Code switching in Malaysia and Singapore. He examined the Code switching patterns in the speech of immigrant Spanish-speaking children. 10 hours of conversations were audio taped. The children's speech was collected in two contexts: while the children waited for an excerpted science experiment and when they worked together to follow an instruction worksheet. Code switching serves as 'representative' according to Gumperz (1982) when "a message in one code is repeated in the other code, either literally or in somewhat modified form". Similarly, Reyes (2004) conducted research about the functions of code switching in schoolchildren's conversations. This study presented data on the functions that occur in Spanish and English according to context. She also presented Code switching functions as 'representation of speech', which Code switching employed to represent talk.

## 2. Directive

Directive code switching is one code switching function mentioned by Soon (1987). When someone switches to a more formal code, it implies that he gives his utterances an added ring of power.

## 3. Expressive

People switch from one code to another in order to express something. For example, 'Akhir kata Happy New Year. May God bless you' was spoken by a Malay female under graduate student.

The use of Code switching here shows her consideration respectively for her friend and from this the interlocutor can infer her sincerity.

#### 4. Declarations

Sometimes Code switching functions as 'declarations'. When declarations occur, it is not surprising that the speakers usually utter them in a 'formal' code as they are intended to be serious and binding.

e.g. A: Well, we're friends. Only time will tell if we can progress into better friends. But I wish you would not be so arrogant and 'xiao qi'. (Soon, 1987)

It is possible that the switching occurred because the speaker did not know the English equivalent of 'xiao qi' that can be roughly translated as 'narrow-minded'. 'Sensitive' might have been what the speaker wanted

#### 5. Interjection

People sometimes switch codes when they utter interjections. Interjections are mentioned by Koziol (2000) who conducted research about code switching between Spanish and English in contemporary American society.

### **3. The reason of Code Switching**

Speaker has different reason why, where, when, and what purpose they switch language. It can be where the situation, with whom speaker speak, and what purpose speaker switch and so on. The researcher separate and explain what reason switching code below.

#### **a. The reason of Code switching classified by Holmes (2013)**

Holmes (2013) classified the reason why code switching used. There are:

- 1) Because of rhetoric reason that associate between two or more language.

This code switching is a metaphoric shifting. This code switching is intended to describe the association between the two codes existed in the society. When the speakers switch their code, they are aware about their fellowship in a society. The speakers realized that those languages show the relationship one another.

- 2) The differences of status and formalities

Code switching also occurred as result of the status distinction among the speakers involved in a conversation. In formal conversation

stimulate people stimulate the occurrence of code switching in an interaction. The distinction of status can be shown in the use of the different form of language variety by the speakers. The people use the high prestige to show their social status. They use their mother tongue but when discussion happened, they switch into English in order to prestige reason.

3) Topic of the conversation

The changing topics of conversation also make the occurrence of code switching. The bilingual speaker or multilingual speakers usually tend to discuss about certain topic easily in a code which both of the speaker understand.

4) To quote other statements or proverbs

Using original words from the source, the speakers not only want to be accurate in conveying the message, but also to show their ethnic identity, for example, a Chinese speaker who switches code from English to Chinese language when he wants to quote a proverb from china.

5) Lack of vocabulary

When the speakers are involved in a conversation, they often use some words from another language suddenly. This is because the speakers more frequently use the words from their mother tongue when they are talking. Consequently, when the speakers are communicating

using second language, they often switch their code into their mother tongue.

**b. The reason of Code switching by Agustina and Chaer (2010)**

1) Speaker

A speaker often changes the code for some reason to get benefit from speaker act. For example public staff, when public staff negotiate with his/ her chief about his/her allowance and that public staff understand that his/her chief have same mother language, the public staff will change the language to mother language to get awareness about allowance from a chief. The public staff wants a benefit from a chief so a chief will add the plus allowance because of awareness that they have same mother language.

2) Interlocutor

The interlocutor can be a reason why switching language happened. For example: when teachers explain the lesson using English. The students try to comprehend what teachers said. The students answer the question from teacher shortly. Because the teachers feel that students meaningless what teacher said, teachers switch the language into Thai.

3) Third speaker

Third speaker attention in conversation can be a reason why code switching happened. For example: Rudi and Rina are internship teacher in Thai school. They speak using Indonesian. Then, Thai

teacher comes and want to join the conversation. Because Thai teacher can't speak Indonesian, Rudi and Rina switch the language into English.

#### 4) Changing Situation

Changing situation can make the changing code happened. It happened when students speak using informal language outside the classroom. When classroom activity started, the students change the conversation into formal language.

#### 5) Changing the topic

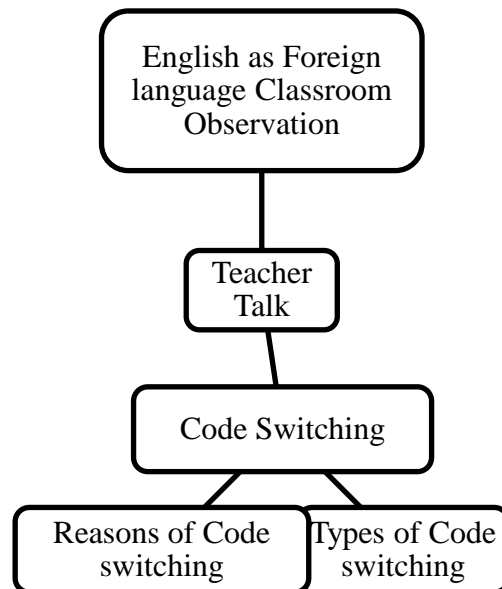
Changing the topic also make the changing code happened. Changing the topic conversation follows by changing formal language into informal language. For example: in the Discussion event. They speak using formal language. When breaking times, they speak informal each other. Depend with whom they speak also.

### **E. Conceptual Frame work**

The conceptual framework below describes the research which will be conducted by the researcher. This research is descriptive research which will describe about the types of code-switching commonly used by teachers in English as foreign classroom and the reason why the teachers use code switching. In this research, I use Poplack theory to analyze what type of code switching it is. For answer the reason why code switching occurred, researcher use theory from Holmes (2013).



Conceptual framework underline in this research is the following diagram.



Researcher conducted a data through observation in the classroom. Researcher recorded a video and classified the switched code. In order to make a data was being valid; researcher has observed more than one observation. And after, separated the data which is the type of code switching and which is the reason of code switching.

#### **F. Previous study**

This study was descriptive qualitative research. The researcher analyzing the data through observation data and writing the research findings. The study about code switching has been conducted by Mohammad Hasanul Izza (2015) entitled "An Analysis of Code Switching Used by English Teacher in Teaching Learning Process at Second Grade of MA Darul Hikmah

Tawang Sari, Kedungwaru, Tulungagung.” He found that there were two types of code switching used by teacher in teaching learning process and there were purposing of use code switching by teacher.

The previous study above taken on English Learning Process at Second Grade of MA Darul Hikmah Tawang Sari, Kedungwaru, Tulungagung while this research taken on English Learning Process at Muslim Wittaya Phuket School. What makes different from previous study was Language which used. Previous study used English as Subject the research and Indonesian as second language while this Study used English as the subject the research and Thai language as the native language. The researcher never found the previous study about Code Switching Used by Thai English teacher before so that the reason why this research was done.