

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter deals with the theories which are relate about language, bilingualism, definition of code switching, type of code switching, and reason why people use code switching.

A. Definition of Language

Language plays great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it for granted, as we do breathing and walking. The effects of language are remarkable, and include much of what distinguishes man from the animals, but language has no place in our educational program or in the speculations of our philosopher.

Language is purely human non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols. So, language is symbol made by human to communicate with each other. They must be deal with those symbols, so they have not misunderstanding with each other.

“When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language” (Wardhaugh, 2006:17)

B. Bilingualism

Weinrich (cited I chaer, 2003:65) describes bilingual as “the use of two language by someone by turns”. 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. Nowadays, there are many people who are able to speak more than one language, especially it is common for people who live in bilingual and multilingual society. A person is called as bilingual if the person could speak two different languages, and a person who can speak same languages or more than two different languages is called as multilingual.

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of people having more than one code (language) is called bilingualism or multilingualism, (Wardhaugh(1986:101)).

To clarify the of term of bilingual and multilingual, Spolsky (1998:45) defines a bilingual as “a person who has some functional ability in the second language.” This may vary from a limited ability in one or more domains, very strong command of both languages. According to Bloomfield (in Rahardi, 2001:13), bilingualism is a situation where a speaker can use two languages as well.

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the language in fact that kind of parity may be exceptional. Multilingualism involving balanced. Native like command of all the language in the repertoire is rather uncommon. Typically, multilingualism has 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 conversation skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. 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 languages 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 ,Wardhaugh (1986:95).

C. 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 passage of speech belonging to two different grammatical systems or sub-system’.

Another definition from Myers and Scotton (2006:239-240) “code switching is the use of two language varieties in the same conversation”. Meyerhoff (2006:116) also says that “code switching is the phenomenon of moving between distinct varieties”. Then, according to Hoffmann (1991:110-111) code switching as the alternate use of two language 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 (2011:461-461) 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 the definitions above about code switching, the researcher concluded that code switching is the use of minimal two or more languages in a single communicative event.

D. Type of Code Switching

Wardhaugh (2006:104) divide code switching into two types:

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.

Example : 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*, 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) there are five types of code switching:

- a. 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)*.
- b. 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)*.
- c. Inter-sentential, 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.
- d. 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*.
- e. 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.

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

- a. 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. For example. 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. Example: Teacher: True or False, ya? “True or false, yeah?”
- b. 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). Example: 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).
- c. 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)

Based on the dividing from the experts above, the reseacher 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. Then, the term inter and intra also stated many times by some experts. Thus, the treseacher thought that it was enough to conclude all kinds of types exist.

The reseacher concluded that in this reseach, the reseacher used three types of code switching (extra, intra, and inter sentential).

E. 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 chocolate 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 was 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 then 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:

A : bolehkah saya tahu nama anda, Pak?

B : *What is a name?*

In this conversation, B answers the question from A with the famous proverb ‘what is a name’.

c. Being emphatic about something

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

d. Using interjection

Interjection is a words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Damn!, Hey!, Well!, Look!. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally. For example: dompetku ketinggalan di taksi! *Shitt!*

e. Showing repetition used for clarification

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

English-Hindi

Father calling his small son while walking through a train compartment

“Keep straight. Sidha jao” (keep straight)

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.

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 or she has already understood or not about a certain topic.

The motivators can be played as the causal factor of code switching systematically. Suwito, the Indonesian sociolinguist (In Susanto, 2007:8), classifies the factors into six points:

- a. The speakers

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

- b. The interlocutors

The presence of interlocutors may motivate speakers are the members of social interaction to change from their use of one language to the language used by the interlocutors. It is fact, when people are settled in social interaction which participate 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:

- a. The interlocutors who come from same ethnic and have habitual use of language with the speakers
- b. The interlocutors who come from different ethnic and have different habitual use of language from speakers.
- c. The presence of the participants

Sometimes, 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 speakers to bring the participants into their interaction.

- d. Humorous usage

Code 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.

- e. 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 topics are

closed to informal language. People have to initiative to vhanqe their use of one language when they change the topic discussion. It may be operated by changing from one language into another or from one style of language into another.

f. Prestigious usage

Language switching is merely not used for conveying humorous; moreover, it is also applied for conveying prestige. Naturally, some members of social community want to regard 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.

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.

F. Previous Study

The author reviews some report of related researches to strengthens the data about code switching, “code switching used by English teacher in teaching and learning process at MTsN MODEL Trenggalek ” by Puji lestari (2013). The student of English Education Program and Education Faculty State Islamic Institute (IAIN) Tulungagung. She identified the code switching using by English teacher in teaching and learning process. The design of this study is descriptive qualitative reseach.the data in this research are obtained from the observation

,recording and interview. The types of code-switching are inter-sentential code switching, emblematic switching, establishing continuity with the previous speaker, intra-sentential switching, intra-lexical code mixing, involving a change of pronunciation. They use code-switching for some purpose: talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection, repetition used for clarification, to soften or strengthen request or command.

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.

From the previous studies, the researcher find a point of view that code switching become one of topic discussed by other researcher. The differentiate from the previous study above is the place. The first previous was taken on English learning process at MTsN MODEL Trenggalek and second previous was 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 State Islamic Institute Tulungagung. What makes different from previous study is the place for research. The researcher choose non-English department students because The researcher never find the previous study about code switching by the English lecturer to teach non-English department students