CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter concentrates on the discussion of code-switching which is used as the basis for this study. In this chapter, the researcher discuss about, the nature of code-switching, the reasons of using code-switching, definition of response, kinds of responses, sociolinguistics, bilingualism, teaching and learning process, and senior students.

2.1 The Nature of Code-Switching

Code-switching is one of the ways to communicate with others. The people use it both consciously or unconsciously in order to make them fit in with their interlocutors. This action is taken in order to change a formal situation to informal situation; from official to personal, serious to humorous, and politeness to solidarity. However, it depends on the variety of language which is applied by the speakers. Weinreich in Namba (1968) argues that the ideal bilingual switches from one language to another according to appropriate changes only in the speech situation (interlocutors, topics, etc.). He also adds that the ideal bilingual certainly do not switch the languages within a single sentence. However a growing number of studies have shown evidence of proficient bilingual speakers employing code-switching at different levels (discourse, sentence, words, and morpheme) and for different purposes.

Romaine (1992) defines code-switching as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or different interlocutors or situations. Whereas, Trask (2007) states that code-switching is changing back and forth between two language varieties, especially in a single conversation. Overall, the use of code-switching in communication is to convey certain social meaning related with the habitual use of the two languages in the community. Moreover, the strategy of code-switching tends to be used by speakers on particular occasions such as; for giving examples, explanations, establishing communicative ‘intimacy’, or as a bond of identity.
2.2 The Reasons of Using Code-Switching

Every phenomenon has a reason on their occurrences; one of them is code-switching. According to Hoffmann (1991), there are three factors that cause bilinguals or speakers to switch the languages, those are; 1) Contextual, 2) Situational (including formal and informal) and 3) Personal. Those points can be determined the choice of codes and when to mix or switch them. Furthermore, Hamers and Blanc (1987) also add four other variables that can cause the occurrence of code-switching. The variables are; 1) The topic of conversation, 2) The participant, 3) The setting, and 4) The effectiveness of the message. The points above can be included in both formal and informal situation. It mostly can be seen in the classroom activity.

One of the examples is when the teacher explains the specific topic of material. He or she sometimes considers using code-switching in order to make the explanations clearer or more effective. Overall, code-switching can affect the students’ learning, whether it is good or bad. Overall, the occurrence of code-switching depends on how the speakers cope with their situation at the time and the moment in the term of language use. For instance, the one who have control is the speaker itself.

2.3 Definition of Response

According to Powell, Symbaluk, & Honey (2002), there are two important aspects which cannot be separated, those are stimulus and response. They add that a stimulus is any event that can potentially influence behavior, while a response is a specific instance of a behavior. Pavlov (in Powel, Symbaluk, & Honey, 2015) states that learning involves the development of a simple connection between an environmental event (the ‘stimulus’) and a specific behavior (the ‘response’). Thus, the response can be negative or positive. It supports by Thurstone (1946) in Ali, Mohsin, & Ikbal (2013) describes response as “the intensity of positive or negative effects for or against a psychological object”. In other words, response can be attitude or behavior or reaction, or perception or answer toward the stimulus given by the object whether it is positive or negative. In this study, the
response means the senior students’ perceptions or opinions toward the use of code-switching during learning process at English Department UMM.

2.3.1 Kinds of Response

Uchjana (2002) states that responses which appear on an individual can be identified by 3 aspects; they come from cognitive impact, affective impact, and behavioral impact. Cognitive impact occurs from the respondents which make them know and increasing their intellectuality. For instance, if the subjects give the responses based on their knowledge and experiences through learning process. Then, affective impact is higher than cognitive impact. Here, the purpose of the stimulus is not only to make the respondents know, but also to attract their movements and show their feelings. For example; the feeling of sad, sympathy, happy, angry, hate, etc. In this case, the students respond by showing their feelings; like-dislike or agree-disagree toward the lecturers who use code-switching. The last is behavioral impact, this is the highest impact. It occurs when the students show their responses in the form of attitude or actions.

Based on the theory, it will be illustrate in the following example. When someone watches news of the Palestinians being tortured by Israeli, the news will make some influences toward that person or the viewers. If he/she only interest to watch and then it makes he/she knows the news, so the impact is only on the cognitive side. Then, if he/she feels angry, sad, sympathy, or hate toward the news, it means the news gave an affective impact. Last, if someone being touched because of the news and then he/she try to do some actions for them like giving and finding donation, or even doing *jihad* for them; it means the news made behavioral impact toward the viewers in giving responses.

Moreover, Dayakismi and Hudaniah (2003) states that there are 3 indicators to identify each response. Those indicators are explained below.

1) Cognitive Indicator

It comes from the respondents’ basic knowledge or information about the attitude of the object (stimulus). Based on this scientific knowledge, it will become believe or faith toward something.
2) Affective Indicator
   It is related with good or bad feeling and agree or disagree toward an object.

3) Behavioral Indicator
   It is about the awareness of someone to move and act. After receiving message from an object, the response will occur in the form of action as a feedback for the object.
   
   Furthermore, there are two kinds of response namely positive and negative responses (Fatmawati, 2007; Rahmanda, 2009; & Wahyuni, 2015). Positive response occurs if a person or subject involved tends to like, accept, or approach the object. Then, negative response occurs if a person or subject prefers to dislike, reject or avoid the object. Moreover, in Paramitha (2017) research shows that there are three types of responses; positive, neutral, and negative. Raaijmakers, Hoof, Hart, Verbogt, & Vollebergh (2000) state that neutral means neither agree nor disagree.

2.4 Sociolinguistics
   Sociolinguistics is the field that studies the relation between language and society, between the uses of language and the social structures in which the users of language live (Spolsky, 2004). Furthermore, Wardhaugh (2006) supports this statement by stating that Sociolinguistics is the study that investigates the relationships between language and society which the goal is to gain better understanding of the structure of language and of how function the languages in communication. In addition, Sociolinguistics is the study of the social uses of language, and the most productive studies in the four decades of sociolinguistic research have emanated from determining the social evaluation of linguistic variants (Chamber in Wardaugh, 2006). Thus, sociolinguistics is all concerned about language in social life.

   One of the study, Trudgill (2003) 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. In other words, sociolinguistics acts as the transportation in gaining the information of human language through the study of its society. In conclusion, sociolinguistics studied about the characteristics and functions that have the role and the use of language. Furthermore, sociolinguistics is also concerned with the correlation between social factors and linguistics variation. Therefore, sociolinguistics really relates with the characters from each language and speaker.

2.5 Bilingualism

Bloomfield (1933) defines bilingualism as ‘native-like control of two languages’. Meanwhile Grosjean (2010) in Baker (2011) proposes a definition of bilingualism that places emphasis on the regular use of the language rather than fluency. It means people can be called as bilinguals even though they are not that fluent as native speakers. Furthermore, bilingualism is a common term in around the world as most of the countries use more than one language as their official language. Generally, Indonesian people have an ability to use two or more languages. Mostly, the basic languages they use are Indonesian and their local language. Therefore, Indonesian people are familiar with this phenomenon.

2.6 Teaching and Learning Process

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand (Brown, 1999). In other words, teaching process is about how to give the inputs to the people in variety ways. Furthermore, teaching is cannot be separated from learning process as it is define as acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown, 1999). In conclusion, if teaching is the process of giving the inputs then learning is the process of receiving the inputs. However, Hamalik (2007) in Husamah et al (2016) states that learning is the modification or strengthening of behavior through experiencing. It means learning is about how to shape behavior, if
there any behavior changing caused by experiencing things, then learners are learning. In addition, the learners are only learning through their experiences.

2.7 Senior Students

Senior student is a term that is used to define a student in fourth and final year of study or older students. It refers to high school or university study. In this research, the researcher only focuses on senior students of university study. According to Brent (2017), senior students perceive themselves as having come a long way in their ability to do something related to their study field. It means, the senior students can be categorized as advanced learners as they have long progress in learning compare to junior students.