CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discusses about code-switching which is used as the basis for this study and some theories that are related to sociolinguistics, language and society, bilingualism, code, code-switching, code-mixing, the functions of code-switching, and code-switching in language classroom.

2.1 Sociolinguistics

Sociolinguistics is a branch of linguistics that studies the connection of language and society (Trask, 1999). The term of sociolinguistics always includes language and society and those cannot separate from each other. Sociolinguistics is concerned in investigating the contact between language and society with the goal of being a better comprehension of language structure and how the function of languages in communication (Wardhaugh, 2003). It means that sociolinguistics is the study of language which is associated with social situation of how people use language in social context.

Further, Downes (in Wardhaugh, 2003) explains that sociolinguistics is a branch of linguistics that studies languages which needs the reference to social and those wealth of language, including in their exegesis of contextual elements. Moreover, Deckert and Vickers (2013) states, Sociolinguistics is a field which looks at how people apply language in everyday lives across the variety of events and their
language experiences. It can avoid people from miscommunication and misunderstanding when interacting with each other, and make them communicate smoothly and easily.

Based on the explanations above, it can be inferred that sociolinguistics is a branch of linguistics which learns or discusses about language and society, especially the variation of language that is related to the social factor.

2.2 Language and Society

Language is an intact part of life, an intact part of social system and societal groups. However, in almost any society speech are able to take a lot of different forms (Wardhaugh, 2003). In a human communication, the definition of language implies an attention to the way of how language is played out in societies in its complete range of functions. The use of language is not only in a term to the process of conveying the meaning, referring to the ideas, events or entities which exist outside language, but also in this function a speaker will inevitably provide off signals concerning the speakers’ social and personal background (Mesthrie, 2000).

Society is group of any person who is drawn as together to aims (Wardhaugh, 2003). Sometimes many speakers are possible to use more than one language, that is society may be the plurilingual, a person who speaks a number of languages. We also should note that definition of language and society is not
independent, it means that the definition of language includes in its reference of society (Wardhaugh, 2006).

In a relation between language and society, according to Gal (in Mesthrie, 2000), language does not merely reflect the social patterns and divisions but also sustains and reproduces them too. For example, an accent possibly not only reveals that a person belongs in a social group, but also a part of that social group definition. How people talking are not just as a reflection of social organization, it also contains a practice which is one of social organization’s central parts. They are involved in power relations within societies. Language is seen as relatively powerful, constraining its speakers’ mind and beliefs. In addition, between language and society there are language structure and behavior may either influence or determine a social structure.

2.3 Bilingualism

According to Trask (1999), bilingualism is the capability of people to speak two languages. For example, a family who lives in Australia has a mother who speaks English (the major language) to the children, but the father who is from Japan sometimes chooses to speak in his native language (the minority language, a language spoken by a minority of the population of a region) to the children. It means the bilingual person do not have to use two languages actively, but being active in one of
those languages only. A bilingual speaker uses two languages which differ in speech sound, vocabulary, syntax, and multilingual speaker.

From the definitions above, it can be said that bilingualism is someone’s capability to use two languages. As in Indonesia, every person has the ability of using and applying two languages in daily conversations; those two languages are local language and Bahasa, for example people who speak in Javanese language and Bahasa.

2.4 Code

People in their utterances of any language speak in monolingualism or bilingualism. They usually need to elect a particular code whenever they have to speak. Those codes are considered in every communication.

A code is a term that refers to a variety. Wardhaugh (2003) states that a code is the system that is used for communication of two or more parties. There are two kinds of codes, those are code switching and code mixing.

2.4.1 Code-Switching

People who can speak two languages sometimes switch their languages to communicate with others. Trask (1999) says that code-switching is an alter back and forth in a single conversation between two language varieties. Meanwhile, Hymes (in Ayeomoni 2006) defines code-switching as an alternations to employ two or more
languages, language varieties and speech styles. In a conversation, people sometimes speak in their mother tongue and then switch to foreign language or vice versa. The aim of they do a switch can be to make it looks superb or for more understandable.

In addition, code switching is possibly associated with a sequence of unmarked choices when aspects of the situation such as change in the person addressed or in topic make more appropriate of a different language variety (Swann, 2000). The studies of code-switching focus on the language use of an individual speaker and how this is associated by certain aspects of the context in which that conversation take place.

There are three kinds of code-switching, namely inter-sentential, intra-sentential, and emblematic switching.

**a. Inter-sentential**

A switch that occurs in a sentence is called inter-sentential. Kebeya (2013) states that inter-sentential is a switch when a speaker switches from one language to another language between different sentences. That implies when the speech of an individual is split up into sentences, in which one sentence will be in one language and the other sentence in a totally different language. For instance:

A: *Kemana kamu akan pergi?*

B: *Aku akan pergi ke London. I want to get my Master of Education there.*
In this example, speaker B consists of two sentences. The first sentence is in Bahasa while the second sentence is in English.

**b. Intra-sentential**

In this type of code-switching, the speakers do code-switching by switching from one language to another within the same sentence (Kebeya, 2013). Thus a sentence is made of two or more languages. For example:

*Mereka membuat ice cream.*

In this one sentence use Bahasa 'Mereka membuat' and English 'ice cream'.

**c. Emblematic switching**

Emblematic switching is switching which involves exclamations or tags question serving like an emblem of the bilingual character. For instance:

*Dia akan pulang lagi, right?*

The example above includes an emblematic switching, because that sentence does not need any answer, it is just to support or to make sure the statement previously.

**2.4.2 Code-Mixing**

McCormick (in Uys, 2010) defines code-mixing as a speech in which the alternation between two languages consists of shorter elements or just a single word. In bilingual communities, code-mixing is a socio-linguistic phenomenon as a
communicative strategy used for convenience in social interaction (Osoba and Osoba, 2014). For example, mixing a native language with foreign language such as Bahasa and English. “Saya sedang tidak bisa berpikir, otakku blank.” The speaker mixes English "blank" with Bahasa "saya sedang tidak bisa berpikir, otakku blank."

Code-mixing refers to the combination of elements between two languages in a single utterance. In a speech act, the speaker uses two or more languages as they want. Code-mixing is usually used in informal situation.

2.5 The Functions of Code-Switching

Code-switching in the classroom tends to make teacher and students have a good collaboration, it can avoid misunderstanding of the teaching activities, especially for second language learning. In teaching second language or foreign language, the teacher sometimes needs to use mother language in explaining the material which the students feel too hard to get the meaning when the material is explained in the foreign language. Sert (2005) argues that the functions of teacher’s code-switching are known as affective functions, topic switch, and repetitive functions. In affective functions, the code-switching that the teacher practice is to express emotions and to build the relationship between the teacher and students. Then, topic switching means that the teacher alters the language according to the topic which is being taught. In dealing with the repetitive functions, code-switching
that the teacher use is to clarify the meaning of words, and stresses importance on the content of foreign language for better comprehension.

Based on the above statements, it can be concluded that switching from one language to another language by the students and teacher is effective in English as second language classroom communication. The code exchange cases are accepted in the class and may upgrade English competency if there is no excessive of the frequency. In short, code-switching application is believed to be beneficial, particularly in order to engage and maintain students’ attention, to motivate students to learn more, and to provide an atmosphere of the classroom which is more conducive to language acquisition.

2.6 Code-Switching in Language Classroom

Code switching in the classroom is seen to be acceptable communication method where it would give a bilingual norm. In some condition, teachers teach their students by switching the second language to the first language. The teachers switch their language as a strategy for better communication with the students.

The application of code-switching in classes that do not share the same native language may create problems, as some of the learners will somehow be neglected (Cook; in Sert, 2005). This means if code-switching is applied in the instruction, it is suggested that the students should share the same native language.
According to Macaro (in Makulloluwa, 2013) mentions that code-switching is available to bilinguals only and in bilingual classroom interaction is a natural aspect. It means, code-switching is acceptable in language classroom because in classroom interaction, it is a natural thing for teacher and students to use code-switching in their interaction activity in order to avoid misunderstanding. In addition, Modupeola (2013) states that code-switching help students to enjoy the learning due to the students’ capability to understand the teacher’s input. The comprehensible input allows them to be comfortable to learn causes they understand what the teacher says, also the students are able to focus and it makes the activities more successfully because of students participate in classroom practice.

Besides, Timm (in Riegelhaupt, 2000) says, when code-switching is accepted by the teacher in classroom, probably it will be conducive to a more relaxed of classroom atmosphere which can enhance learning. In classroom learning which used code-switching in the activities can increase learning, the students do not feel strained if the teacher speaks in English all the times because the teacher accept and apply code-switching to gain a calm atmosphere in the class.

Moreover, Cook (in Sert, 2005), mentions that code-switching may be conducted into activities which are used for teaching of a second language. He also provides a method to use code-switching as a tool of second language teaching through reciprocal a language teaching. The students switch their languages at predetermined points with their pairs. Thus the learners switch between the two
languages and exchange the roles of teacher and students. Another similar system that the teacher may use the code-switching by starting the class with first language and then alter to the second language and back. The teacher can do code-switching in certain key points such as during the important concepts or when the students are getting confused with the materials in order to gain the students understanding of the subject material. Switching may be useful for an affective teaching strategy for second language learning.

Furthermore, the teacher uses code-switching in some condition such as when the teacher is in his linguistic insecurity, thus the teacher have some difficulties to explain something in foreign language, afterward they will switch to their native language (Sert, 2005). In addition, Makulloluwa (2013) mentions that the key factors which influence the language choice of teacher are teacher’s desire to reduce social distance between teacher and students, certain language factors and students’ low TL proficiency. Besides, the teacher also spends code-switching when the students seems have no interest in learning the subject and teacher will give some motivational stories to the students.