

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Code Switching

In this part, consist of code-switching definitions, types of code-switching, reason for code-switching, functions of code-switching, code-switching in language classroom and English as foreign language classroom.

1. Definitions of Code Switching

Speakers of more than one language, i.e. bilinguals, are known for their ability to code-switch their language during communication. This phenomenon occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language.¹

Code switching is the alternation between two codes (language or dialects) between two people who share those particular codes. Code switching is a phenomenon of language contact that is generally defined as the alternate use of two or more languages within single conversation, usually marked by a clear break between the languages.²

Code switching may be defined as the passage from one linguistic code to another one within the same discourse or, to be more precise, according to Gumperz

¹Ibid, Ronald Wardaugh, 177.

²Ibid, Ronald Wardaugh, 179.

“the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems”.³ It is a widely observed phenomenon especially seen in bilingual or multilingual communities, from single family units to huge social groups.⁴

Skiba suggests that code, or language, switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language.⁵

Code-switching has become a common term for alternate us of two or more language, varieties of language, or even speech styles. The term code switching has also been used about different styles within the same language, for example formal and informal speech between monolinguals, but in the field of bilingualism and multilingualism it is used to refer to the alternate uses of two languages Romaine in Yletyinen.⁶

2. Types of Code-switching

Some authors have discussed different types of code-switching. Poplack

³Ibid, 106.

⁴Ibid, Gumperz, 98.

⁵ R. Skiba, *Code-Switching as a Countenance of Language Interference*, 1997, 155. (the Internet Online: <http://www.melbourne.starway.net.au>)

⁶Yletyinen, H. *The Functions of Code-Switching in EFL Classroom Discourse*. University of Jyvaskyla, 2004.

explains the types of the code-switching as below⁷:

- a. 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, *tapi kalau mau coba, ayo.*’ [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? *Apakah orangtua kamu mendorong kamu untuk belajar dengan giat?*

Students: Ya...



- b. 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 is ‘Rumah yang biru itu, you know’. [That blue house, you know.]

The example of this in teaching and learning process:

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

⁷Shana Poplack, *Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: toward a typology of code-switching*. New York, 1980. 311.

- c. 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. *Cukup* the first sentence and the second sentence.

Furthermore, Bloom and Gumperz distinguished between two forms of code-switching⁸:

- a. Situational code-switching: where alternation between varieties redefines a situation. Here, the use of a certain language is connected to certain situations, with certain participants, in certain places; in certain social situations a speaker uses one language. For example: a person uses a different form of speech to converse with his/her friends in a cafe than to converse with other members of his colleague in a meeting.
- b. Metaphorical code-switching: where alternation enriches a situation, allowing for allusion to more than one social relationship within the situation. Here, the conversation situation does not change, but the participants, by using different languages, allude to different possible roles they can assume within the conversation.

In their work, Pineda presented a typology of different types of code

⁸Gumperz and Hernandez, *the Encyclopedia of language and linguistics*. Oxford: Pergamon Press.1972, 123.

switching:⁹

- a. Referential code-switching: this type of code-switching is what the speakers themselves most often see as “typical code-switching”. The speaker switches from language A to language B because he does not know one or more words in language A, or because he feels it is easier to speak about a certain theme (politics, car mechanics) in language B.
- b. Directive code-switching: code-switching is used as a means to either include people in the conversation, or to exclude them from it. An example would be parents switching to a language their children do not understand in order to discuss something secret;
- c. Expressive code-switching: code-switching is used to underline a common identity.
- d. Phatic code-switching: switching emphasizes a statement or comments it. This category includes the use of dialect in the punch line of a joke to allude to stereotypes.
- e. Metalinguistic code-switching: the change from one language to another is used to comment on the language use itself, or to show off one’s linguistic repertoire.
- f. Poetic code-switching: language switching is used for its poetic or humorous effect.

⁹David Pineda, *Code-Switching in the Kola Peninsula*, 2008. The Internet Online: <http://www.david.pineda.hum.uit.no>.

3. Reasons for Code-switching

When speakers switch their languages, there might be reasons for it. Kim suggests some reasons for code-switching.¹⁰ For example, some bilinguals switch their languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. According to him, code-switching can also be used for many other reasons, such as quoting what someone has said and thereby emphasizing one's group identity, specifying the addressee or in the other words: switching to the usual language of a particular person in a group will show that one is addressing ~~that person~~, qualifying what has been said, or talking about past events.

Skiba i.e. the first of these is the notion that a speaker may not be able to express him/herself in ~~one language so switches to the~~ other to compensate for the deficiency.¹¹ As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who does not speak the second language. The final reason for the switching behavior is the alteration that occurs when the speaker

¹⁰Kim, Reasons and Motivations for Code-Mixing and Code-Switching. Issues in EFL.2006 Vol. 4, no. 1. 112.

¹¹Ibid, Skiba. 187.

wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code switching.

Wiradisastra stated the cause of code-switching commonly as: 1) speaker, 2) listener or interlocutor, 3) the third speaker presence, 4) the changing from formal situation to informal situation or conversely, and 5) the changing of the conversation topic.¹²

There is often a reason behind a speaker who switches their language, it is to gain a benefit or advantage. E.g. one who is talking for a while with another person then he/she knows that his/her interlocutor is from the same linguistic background or in other words they have the same mother tongue, so that they switch their language in intention to gain benefit from it. This condition may occur when the speaker need some help from their interlocutor to carry out their business.

Interlocutor usually causes the code-switching to occur.¹³ For example because the speakers want to counterweight the linguistic ability of their interlocutor, so they shift their language. Often to generate understanding among the speakers and their interlocutor the speaker will shift their language into more comprehensible language. This kind of code-switching may occur the switch of variety, style, or register, also the switching from the mother tongue into second language or conversely.

¹²Wiradisastra,*APreliminary Study of Code-Switching in the Speech of an Indonesian Bilingual*.University of Indonesia. 2006. 99.

¹³Ibid, Wiradisastra, 101.

The presence of the third speaker or another person who does not belong to the same linguistic background usually causes the code-switching. The third speaker status influences the language variety or language which can be used properly within the conversation, so that the understanding between the speakers can be tied together. Sometimes the speakers shift their language to exclude the third person who doesn't have any knowledge about the second language.

The changing of the situation can cause the code-switching happened. This changing usually happens as the effect of the formal situation into informal or conversely. The changing of the topic of the discourse can also cause the code switching. What is being discussed will trigger the speaker to switch their language variety or their language.

Whereas according to Holmes stated that there are at least six reasons triggering the occurrence of code-switching in a conversation, they are: a. because of rhetoric reason that associate between two or more language; b. the differences of status and formalities; c. topic; d. to quote other statements or proverbs; e. because of lack of vocabulary; f. because of other participant join the conversation.¹⁴ These reasons will be further explained as below:

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

This code-switching is a metaphoric shifting. This is because every language varieties represent a social meaning, similar to the use of metaphor showing a complex meaning.

¹⁴ Holmes, *An Introduction to Sociolinguistics*. New York: Longman. 2013, 99.

According to Holmes, 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 are realized that those languages show the relationship one another. The speakers who switch their code are often the member of the community using those languages, or at least they understand both languages.

The example of this in teaching and learning process:

Teacher: About the value of American family value if we compare to ours.

First, the difference of culture, *pertama beda budaya*, two... different facilities, that's what have been set in our culture.

b. The differences of status and formalities

Code-switching occurs as the result of the status distinction among the speakers involved in a conversation.¹⁵ Besides that, the formality of conversation circumstance also stimulates the occurrence of code-switching in an interaction. The distinction of this status is shown in the use of the different form of language variety by the speakers. The use of higher form of a language which has higher prestige instead of using the lower one by the speakers is triggered by the desire to show their social status.

Code-switching often shows an alternation in a different dimension, for example, the different interaction among some speakers because of status relationship and the formality among them. The higher language prestige is

¹⁵Ibid, Holmes, 175.

usually used in the formal communication, administration, education, or business matter. In the other hand, the lower one is often used to show the solidarity, humor, or to convey the speaker's emotion when the communication happened.

For example, the interaction between a doctor and his patient often uses the formal language variety compare with the interaction between two friends who do not show the social status gap sometimes uses the informal language variety.

The example of this in teaching and learning process:

Teacher: Ok. Can you say that? Money makes me love her. Can you say that?

Students : Yes...

Teacher: Yes? Money makes me love her. That is *matre*.

Students : (laughed)

- c. Topic of the conversation



The transition of the topic of conversation can also trigger the occurrence of code-switching. The appearance of the topic which is easier to be discussed in certain language instead of the language which is commonly used in a community where the speakers stay triggers them to switch their code. The bilingual speakers usually tend to discuss about certain topic easily in a code which both of the speakers understand well. For example, the conversation between two Chinese students who study in United States, when

they are talking outside the classroom they use their mother tongue to talk each other but when they are discussing about their lesson matter, they switch their code into English.

Sometimes the bilingual speakers also feel easier to discuss about a topic related to their home town in their mother tongue instead of the code which is used commonly by the community around them. For example, the Japanese who live in United States tend to discuss about the Japanese food using Japanese language instead of English. This is happened because those bilingual speakers can understand better some particular words related to the topic.

The example of this in teaching and learning process:

Teacher: You have to know that; without environment, there is no population.

I think environment is the place for the population... *Sekarang saya akan memberikan bacaan dan kalian harus membacanya.*

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- d. To quote other statements or proverbs

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

Code-switching is also happened when a speaker quotes a statement which has been stated by the other speaker before. The speaker gives an

emphasizing whether the statements which they quote are right or wrong. By using the original words from the source, the speakers want to convey the message accurately.

The example of this in teaching and learning process:

Teacher : Yes, it is husband responsibility but in America, according to *Reni*, “Perempuan itu merasa dia mampu juga melakukannya”... *so what’s wrong with it?*

e. Because of lack of vocabulary

This code-switching cause lexical borrowing from another language words to describe a concept or an object which cannot be describe in the language commonly used by the society. When the speakers are involved in a conversation, they often use some words from another language suddenly. The mother-tongue of the speakers has very important role in such this behavior. This is because the speakers more frequently use the words from their mother tongue when they are talking, instead of another language. Consequently, when the speakers are communicating using second language, they often switch their code into their mother-tongue.

In other hand, the speakers’ knowledge in the second language also causes them to switch their code especially when they are talking about certain matter related to the second language in their mother-tongue. The mastery in the second language triggers them to use it in a communication.

For instance the conversation among the Sumatrans' Students group learning in the Junior High Islamic School Thoriqul Huda, because they learn some subjects in English and they now lots of matters that they have learnt in English words. Then those English words are inserted into Sumatrans' language when they are discussing around their Sumatrans' community.

The example of this in teaching and learning process:

Teacher: *Ya, that's kalau main idea, but if you are asked about the topic of the sentence, you can make it into the phrase form *saja*!*

- f. The presence of other speakers in a conversation

Code-switching is occurred to show a group identity or the ethnic fellowship with the interlocutor, and also to indicate the group solidarity. The speakers often do code-switching in a certain social circumstance. When a certain change is happened in a certain social situation then the code-switching might be occurred, for instance, the condition where another speaker presents in a conversation. Thus code-switching occurrence in a conversation can be connected to the presence of the other speakers.

The speakers switch their code from a language into another in order to show the fellowship of a speaker in a creation community. Often code-switching occurs suddenly in a brief because of social reason such a sign that the speakers belong to the same ethnic with the other speakers in an interaction.

For example a conversation between two Javanese in an English Classroom, when another student presents and joins in their conversation, one of the speaker then switch his code from English to Maori language.

4. Functions of Code-switching

When putting the phenomenon of code-switching in context, the functions of code-switching can be introduced in various aspects. Before considering the functions of code-switching from the classroom perspective, it would be appropriate to deal with the use of code switching in its naturally occurring context, in other terms its functions in the discourse of bilingual individuals.

According to Sert, “Speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention”. From this quotation, it may be suggested that code switching can be used for self expression and it’s a way of modifying language for the sake of personal intentions.

Another function of code switching is that it may be used in order to build intimate interpersonal relationships among members of a bilingual community. In this respect, it may be claimed that it is a tool for creating linguistic solidarity especially between individuals who share the same cultural identity.

Furthermore, Gumperz identifies six basic discourse functions that code-switching serves in conversation to illustrate its most common uses.¹⁶

These are quotations, addressee Specification, interjections, reiteration, message qualification, and personalization versus objectification. A distinction

¹⁶Ibid, Gumperz. 285.

between direct and reported speech, or quotations. The speech of another speaker that is being reported in a conversation is expressed in a different language. Injections which function as sentence fillers. Clarification or emphasis of a message, this is often found in the form of a repetition of the same meaning but in a different language. A means of qualifying the message, in this case the code-switching marks a new topic that is introduced in one language and then commented on or further qualified in the other. A specification of an addressee as the recipient of the message, the function of the switch to another language is to draw attention to the fact that the addressee is being invited to participate in an exchange. A way to mark the distinction between personalization vs. objectification, e.g. the distinction between talk about action and talk is action, the difference between personal opinions and knowledge, or reference to specific instances or a generally known fact.

In case of classroom settings, code-switching by the teacher serves some basic

functions which may be beneficial in language learning environments. These functions are listed as topic switch, affective functions, and repetitive functions by Sert.¹⁷

In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the

¹⁷Ibid, Sert. 175.

students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear in this way.

The example of this in teaching and learning process:

Teacher: The word it refers to? The word it..*Fajar..Dodi..kenapa?*... the word it refers to?

Students: Job safety...mam...

Teacher: Very good. *Ada apa Fajar..Dodi ???* (The teacher waited for the students to remain quite)

In addition to the function of code switching named as topic switch, the phenomenon also carries affective functions that serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom.

The example of this in teaching and learning process:

Teacher: Ok. Can you say that? Money makes me love her. Can you say that?

Students: Yes.

Teacher: Yes? Money makes me love her. That is *matre*.

Students: (laughed)

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

The example of this in teaching and learning process:

Teacher: Who can make the conclusion of this? Can you tell me this text in your own words?

Students : (looked confused)

Teacher: By reading this text, what can we get? Nah... What is the aim of our reading?

Students : (remained confused)

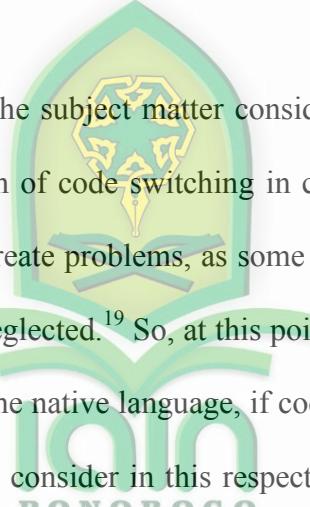
Teacher: Apa yang dapat kita ambil dari sini? Nah Apa harapanmu pada APEC ini *in accordance with our economic problem.*

There are some other functions of the code-switching in classroom discourse were identified by Gulzar: for translation, for procedures and directions, for clarification, and for checking understanding.¹⁸

¹⁸Gulzar, M. A. *Code-Switching: Awareness about Its Utility in Bilingual Classrooms*. Bulletin of Educational Research. Vol.32, No. 2 PP. 23-44, 2010.

5. Code-switching in Language Classroom

Some experts, who are in favor of the applications of communicative techniques in the language teaching environment, oppose any form of native language use during classroom instruction. Contrary to this, supporters of the use of native language in the form of code-switching, suggest that it may be an effective strategy in various aspects. Following the ideas of these two ideas, some weak and strong sides of the use of code-switching in foreign language classroom settings will be mentioned as follow.



Jeremy Cook handles the subject matter considering multilingual classrooms in saying that the application of code switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected.¹⁹ So, at this point it may be suggested that the students should share the same native language, if code switching will be applied in instruction. Another point to consider in this respect is that the competence of the teacher in mother tongue of students also plays a vital role, if positive contributions of code switching are expected.

In supporting the existence of code switching in language classrooms, Skiba suggests that in the circumstances where code-switching is used due to an inability of expression, it serves for continuity in speech instead of presenting interference in language. In this respect, code-switching stands to be a supporting element in

¹⁹Cook, V. 2002. *Potraits of L2 User*. Clevedon: Multilingual Matters. 102.

communication of information and in social interaction; therefore serves for communicative purposes in the way that it is used as a tool for transference of meaning.²⁰ In other words, this phenomenon in general lead to the idea that the use of code-switching somehow builds a bridge from known to unknown and may be considered as an important element in language teaching when used efficiently.

6. English as Foreign Language Classroom

There are some important contextual differences between English being a second language or a foreign language. Al-Bulushy distinguishes between the two affirming that a second language is a language to be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media and the educational system.²¹ Getting on in such societies requires the master of the official language as early in life as possible. The second language in this case is seen as a compliment to the person's mother tongue, or first language.



English as a foreign language, in contrast, applies when the language is made a hot recess in a country's foreign-language teaching even though it has no official status. It becomes the language which children are most likely to be taught when they arrive in school, and the one most available to adults, who for whatever reasons, never learnt it. Choosing a particular language to be a foreign language in a country depends on reasons such as historical tradition, political expediency and the

²⁰Ibid, Skiba, 177.

²¹Ibid, Al bulushy, 98.

desire for commercial, cultural or technological contact.

When we come to the conditions for teaching / learning English in the classroom either as a second or a foreign language, some differences appear accordingly. Al-Bulushy distinguishes between second language and foreign language learning.²² He argues that in a second language acquisition context, the language is spoken in the immediate environment of the learner who has good opportunities to use the language for participation in natural communication situations.

In a foreign language situation, however, the language is not spoken in the immediate environment of the learner, although mass media may provide opportunities for practicing the receptive skills. Unlike the second language condition, there is little ~~or no chance for the learner to~~ use the language in natural communication situations in a foreign language setting.



B. Previous Research Finding

Many researchers have been conducting studies related to this research, there are as follow:

1. Offiong and Okon found that there are a number of possible reasons for the switching from one language to another and these will now be considered. The first is the notion the speaker may not to express him/herself in one

²²Ibid, Al Bulushy, 64.

language so switches to the others to compensate for the deficiency. As a result, the speaker may be triggered into speaking in their other language for a while. Secondly, switching commonly occurs when individual wishes to express solidarity with a particular social group. And the final is the alternation that occurs when the speaker wishes to convey his/her attitude to the listener. Where monolingual speakers can communicate these attitudes by means of variation in the level of formality in their speech, bilingual speakers can convey the same by code-switching.²³

2. Qing found that code-switching in language classroom is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. In another word, the use of code-switching somehow builds a bridge from unknown to known and may be considered as an important element in language teaching when used efficiently.²⁴
3. Jingxia found that code-switching to Chinese is a prevalent phenomenon in EFL classroom of Chinese universities, and it plays a significant role in English learning and teaching process.²⁵

²³Offiong and Okon. 2013. Code Switching as a Countenance of Language Interference: The Case of the Efik Bilingual. *International Journal of Asian Social Science* 3(4): 899-912.

²⁴Qing, X. 2010. To Switch or Not to Switch: Examine the Code-Switching Practices of Teachers of Non-English Major. *Canadian Social Science*. Vol. 6 No. 4.

²⁵Jingxia, Liu. 2010. *Teachers' Code-Switching to the L1 in EFL Classroom*. The Open Applied Linguistics Journal. Vol.3.

4. Shin found that the way Korean Sunday school teachers switch from English to Korean at particular junctures can be useful tool for maintaining and reinforcing children's Korean identity. The switch to a particular language in the bilingual discourse can be employed as an effective vehicle to signal ethnic identity.²⁶

The previous researchers above have similarity with this research. They mostly describe about the functions and advantages of the use of code-switching whether it is in second language classroom or foreign language classroom, while the differences are based on language that switched, such as Chinese to English, Finnish to English and Korean to English. All the researchers above agree that the existence of code-switching in the language classroom should not be evaded or denied. It can be a good device in maintaining classroom interaction and developing the students' awareness about the similarity and difference between the mother tongue and foreign language. Meanwhile, this research is focused on the use of code-switching by the teacher in foreign language classroom. This research tries to raise the awareness of the teacher in using code-switching in classroom. Besides that, this research is not only to find out the functions of code switching but also to interpret the teachers' factors which triggered them in using code-switching in foreign language classroom.

²⁶Shin, S.J, Developing in two languages: Korean Children in America, Clevedon. UK: *Multilingual Matters*. 2005.