

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents review of related literature. This chapter discussing about the definition of sociolinguistics, the definition of code switching, the reasons of using code switching, and leaning success.

#### **A. Sociolinguistics**

According to Wardough, sociolinguistics is the study about relationship between language and society with the goal of a better understanding of the structures of the language and of how language function in communication.<sup>1</sup> The point of uses language is to communicate each other. But, it is also used to make and to keep the social relationships each other. As seen in our daily life that conversation between mothers with young child is to maintaining the social connection between them. When you meet stranger, the way they talk will inform you about their social and geographical background, and the way you talk send the abstract and the evident signal about what you think of them. It is these aspects of language use that sociolinguistics study.<sup>2</sup> Sociolinguistics has grown into one of the most important of the related linguistics field. Sociolinguistics is also called sociology of language.

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<sup>1</sup> Ronal, Wardough, *An Introduction to Sociolinguistics*, (New York, Basic Well Ltd), 16.

<sup>2</sup> Ibid.

According to William Downes, the definition of sociolinguistics is a part of linguistics field that studies about part of language which is used in social field that aim of language is universalistic.<sup>3</sup>

In conclusion, sociolinguistics is a part of linguistics field that study about language use in social communication that is important to keep relationship each other in our daily life.

## **B. Code Switching**

People sometimes switch code within a domain (area) or a social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch. A speaker may similarity switch to another language as a signal of group membership and shared ethnicity with an addressee.<sup>4</sup>

Code switching is an active, creative process of incorporating material from both of a bilingual's languages into communicative acts. It involves the rapid and momentary shifting from one language into another. This alternation may occur many times within a single conversation and is not uncommon within single sentences.<sup>5</sup> According to Dulay as quoted by Romylyn, Code-switching is most often engaged in by those bilingual speakers who are the most proficient in both their language.

Moreover, code-switching it obeys rather strict structural rules of each of the component languages. situational code switching refers to the process

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<sup>3</sup> William, downes, language and society second edition, 9

<sup>4</sup> Janet Homes, *An Introduction To Socio Linguistics* (England : Pearson Education, 2001), 35.

<sup>5</sup> Romylyn A. Metila, Decoding The Switch: The Function Of Code Switching In The Classroom, *Education Quarterly*, 67(1), (December 2009), 44-61

in which a bilingual person often switches from one code to another depending on whom that person is talking to. Situational code switching occurs when a language change accompanies a change of topics or participants, or any time the communicative situation is redefined.<sup>6</sup>

Many alternations within a single sentence involve the insertion of a word or a short phrase that makes reference to a single, unified notion. Code alternation may also involve whole phrases or clauses with a complex internal grammatical structure. To be brief, code-switching is the shift from one language to another within a conversation or utterance. In the context of foreign language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when they need rises.

Code-switching is predictable as an unmarked or safe choice when it is more or less expected in a particular type of interaction that is determined by factors other than the conversation content such as social and situational settings. According to Hoffman code switching is the situation in which two languages are used in the same utterance and Myers-Scotton defines it as a process in which there are alterations of linguistic varieties within the same speech act.<sup>7</sup> In contrast, marked choice is unpredictable, disregarding social and situational factors and what is expected in the interaction. According to Sandra Lee McKay, when two or more languages exist in a community,

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<sup>6</sup> Troike, *The Ethnography of communication*.

<sup>7</sup> Clemenciana Mukenge. A Discourse Analysis of the use of code switching in the film yellow card. (*international journal of linguistics*, 4:04. 2012)

speakers frequently switch from one language to another. This phenomenon known as code switching.<sup>8</sup>

Based on the theory explained above, it can be concluded that when two speakers of different languages interact in communication, they may switch between their first language and the language from other speaker. That is as the process of keeping their relation in order to avoid a misunderstanding.

In one of the early researches, Bloom and Gumperz identified two types of code-switching. They are situational and metaphorical code switching.<sup>9</sup>

#### 1. Situational code switching

Situational code switching is influenced by situation change in a conversation or discourse such as the change in participant, topic or setting. In situational code switching, the switch is in response to a change in situation. Situational code-switching occurs when participants or strategies of speech event changes.

For example, when a participant enters the scene, or to a change in the topic of conversation or the setting. In this case, the usage of code switching is relative depends on the situation where the speakers are. According to Gumperz's, situational code switching could be viewed as changes in language choice rather than code switching proper; it refers to

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<sup>8</sup> Sandra Lee McKay And Nancy H.Hornberger. *Sociolinguistics And Language Teaching*. (USA: Cambridge University Press, 1996). 47

<sup>9</sup> Erman Boztepe. *Issues In Code-Switching : Competing Theories And Models*. (Columbia University).

language switches which agree with a change of interlocutor, setting or topic.

## 2. Metaphorical or conversational code-switching

Metaphorical or conversational code-switching, works as a conversational strategy to assist conversational acts such as an apology, request, complaint or refusal. In metaphorical code switching, the switch has a stylistic or textual function. Metaphorical code-switching occurs when there is a change in topical emphasis. For example, to signal a quotation, to mark emphasize, to indicate the punch of a joke, or to signal a change in tone from the serious to the comic.

From another perspective, Poplack categorized code-switching into the following three types: tag-switching, inter-sentential and intra-sentential.

### 1. Tag-Switching

Tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language. This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions thus not violating syntactic rules when being inserted into monolingual sentences. Common English tags such as *I mean*, *you know* and *I wish* are some of the examples that fit into that category.

## 2. Inter-Sentential Switching

Inter-sentential switching happens at clausal or sentential level where each clause or sentence is in one language or another. Occurring within the same sentence or between speaker turns, this type of code-switching requires its speaker to be fluent in both languages in order to conform to the rules of the languages.

## 3. Intra-Sentential Switching

Intra-sentential switching is possibly the most complex type among the three, can take place at clausal, sentential or even word level. Since the early 1970s, code-switching has gained the interest of scholars as a naturally occurring use of languages by bilinguals.

The motivations, functions and reasons of code-switching have been studied extensively by a number of researchers from various linguistics perspectives.

### **C. Reason of using code switching**

The reasons why speakers may switch from one code to another either to show solidarity with a social group or to distinguish oneself, to participate in social encounters, to discuss a certain topic, to express feelings and affections, or to impress and persuade the audience.<sup>10</sup>

#### 1. To show solidarity

To show solidarity means code-switching can be used to express solidarity between people from different or the same ethnic groups.

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<sup>10</sup>Eldin, Ahmad ATS. *Socio Linguistics Study Of Code Switching Of The Arabic Language Speakers On Social Networking*. International journal of english linguistics: 4:06. (Canadian center of science and education : 2014).

## 2. Reflect social status

Sometimes, speakers tend to use different languages to imply a certain social status or to distinguish themselves from other social classes.

## 3. Topic

Topic holds the important reasons for using code switching. Topic seems to be another important reason that leads a bilingual speaker to code-switch. Speakers may tend to use more than one language within one same utterance according to the topic. In many situations, a bilingual may tend to talk about one certain topic in a language rather than another.

## 4. Affection

Affection means that code-switching can be used by speakers to express certain feelings and attitudes. Speakers may switch codes to express happiness, excitement, anger, sadness, and many other feelings.

## 5. Persuade the audiences

The last reasons may to persuade audience. When a speaker uses code switching in persuasion and rhetoric, they will be more capable of reaching their goal and in persuading their audience, code-switching grabs attention, and reflects a certain socioeconomic identity which can give the speaker more credibility and reliability.

### **D. Code Switching in the Classroom**

Generally, code switching in informal contexts is not contested, but research is divided on the matter of allowing codeswitching in the classroom. International studies maintain that classroom codeswitching should be

allowed. This is due to the supposed advantages that codeswitching gives to learning.<sup>11</sup> A number of research has found that code switching has positive effect to teaching and learning process. As the need to communicate in English increases, so does the number of bilinguals. bilingual classes it is quite natural to encounter with mixed language use in the learning process. That is, learners tend to utter combinations of two or more linguistic varieties in bilingual classrooms, leading us to code-switching.<sup>12</sup>

Code-switching in a school classroom usually refers to bilingual or multilingual setting, and at its most general, entails switching by the teacher and/or learners between the language of learning and teaching and the learners' main language. Code-switching is a practice that enables learners to harness their main language as a learning resource.<sup>13</sup>

In bilingual classrooms worldwide, using code switching is a frequent practice. Extensive research has been carried out on using code switching in the classroom as a contextualization cue, as Martin-Jones (2000) pointed out that such contextualization cue range from phonological, lexical and syntactic choices to different types of code switching and style shifting.<sup>14</sup>

Code switching has variety function in classroom instruction. According to Baker which is cited by Abdullah Alenezi that code switching can be used to emphasize a particular point, to substitute a word in place unknown word in the target language, to express a concept that has no

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<sup>11</sup> Romylyn A. Metila, Decoding The Switch: The Function of Code Switching In The Classroom, *Education Quarterly*, 67(1), (December 2009), 44-61

<sup>12</sup> Secil Horasan, Code-Switching In EFL Classrooms And The Perceptions Of The Students And Teachers, *Journal Of Language And Linguistic Studies*, 10(1), 31-45, 2014.

<sup>13</sup> Liaqat Iqbal, Linguistic Features

<sup>14</sup> Abdullah A.Lienezi, Students' Language Attitude Towards Using Code-Switching As A Medium Of Instruction In The College Of Health Sciences: An Exploratory Study, *ARECLS* (7), 2010.



equivalent in the culture of the other language, to reinforce a request, to clarify a point, to express identity and communicate friendship, to ease tension and inject humor into conversation and in some bilingual situation code switching occurs when certain topics introduced.<sup>15</sup>

The function of teacher code switching are known as topic switch, affective function, and repetitive function.<sup>16</sup> In topic switching, teachers change his or her language according to the topic being taught. Affective functions are important in the expression of emotions, and building the relationship between teacher and student. In repetitive function, code switching is used to simplify the meaning of a word and pressures importance on the foreign language content for better understanding.

According to Reyes cited by Mujiono that code switching gives more information to clarify an idea or the message of the speaker.<sup>17</sup> In other words, code switching can be used to make a clarification about speakers' meaning when the listener do not understand well.

According to Flyman-Matsson and Burenhult cited by Malik Jamal that the use of code switching in teacher interactions with the students and define different functions of code switching, which included: linguistic insecurity, topic switch, affective functions, socializing function, and repetitive functions.<sup>18</sup> Based on Gurtie's opinion as cited by Malik Ajmal, there are five communication function of code switching: translation, for we

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<sup>15</sup> Ibid.

<sup>16</sup> Mujiono, soepomo poedjosoedamo, code switching in English as foreign language

<sup>17</sup> Ibid.

<sup>18</sup> Malik ajmal gulzar, code switching: awareness about its utility in bilingual classrooms, *bulletin of education and research*, 32(2), (december, 2010)

code, for procedures and directions, for clarification, and for checking understanding.<sup>19</sup>

#### **E. Learning success**

Bloom stated that leaning is inside three main areas, those are cognitive domain, affective domain, and psychomotor domain. Cognitive domain is related to knowledge, memorizing, and development of intellectual. Affective domain is related to interest, attitude, value and development of appreciation and adaptation. While psychomotor domain is related to attitude which demand nerve coordination.<sup>20</sup>

Indicator which is used to measure in stating that teaching learning process is success are the understanding of teaching material reach high achievement in individual or in group and the students reach the attitude showed in teaching purpose. But students' understanding about the study is the majority used to measure the learning success.

There are several ways to mark learning success. Test learning achievement can be used to measure and evaluate the degrees of successful and can be grouped in the kinds of marking as below:

##### **1. Formative test**

This test is used to measure one or some main discussion and aim to get the representation about students' understanding to that main discussion.

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<sup>19</sup> ibid

<sup>20</sup><http://zainuddin.lecturer.uin-malang.ac.id/2013/11/13/teori-belajar-dan-pembelajaran-2/>. Accessed at April 12, 2017.

The result of the test can be used to improve teaching learning process in certain topic and certain time. For the example is daily examination.

2. Submative test

This test includes several certain topics which have taught in certain time. This test is aimed to get the representation about students' understanding to that main discussion. The result of the test can be used to improve the students' achievement. the result of this test is used to improve teaching learning process and consider in determining the school grades of students' report card.

3. Summative test

This test is done to measure the students' understanding to topics that have taught in a semester or two years' study. This test is aimed to determine the grade or standard of students' success in a certain study period. The result of this test is used to ascension class, determine the ranking, or to measure the quality of the school (*UAS*).