

Chapter Two

Literature Review

Chapter two presents the definition of code switching as well as types of code switching. Then, factors of the use of code switching and functions of code switching in the classroom are also included in this chapter.

Definition of code switching

There are some definitions of code. The definition of code according to Wardaugh(1986) as quoted by Saghir(2010,p.3) is ‘a system used for communication between two or more parties used on any occasions.’ Meanwhile, code according to Ayeomoni (2006,p.91) is ‘a verbal component that can be as small as a morpheme or as comprehensive and complex as the entire system of language.’ From the definition above, the researcher concludes that code is a language. A language which is used by people to communicate with others. Then, when a speaker deliberately changes a code from one to another it is called code switching.

Many experts discuss code switching in several contexts. According to Blomberg (in Yücel, 2013, p.69), ‘code-switching is a broadly observed phenomenon especially in bilingual or multilingual communities, from single family units to large social groups.’ Another discussion highlights that “code switching is also viewed as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities.” (Lowi, 2005, p. 1393).

In addition, Hymes (in Mukene, 2012, p. 584) has asserted that ‘code switching has become a common term for alternate use of two or more language, or varieties of language,

or even speech styles.’’ Another expert, Poplack (in Lindsey,p.4) ‘’code switching defined as the alternation of two languages within a single discourse, sentence, or constituent.’’ In other words, code switching is found more with bilingual or multilingual speakers, and sometimes monolinguals may actually switch from a variety or style to another. Further, it suggests that code switching is founded in a single conversation.

Types of Code switching

According to Hymes (in Rahardi 2010, p. 24) code switching is divided into two types. They are intern code switching and extern code switching.

Intern code switching. Intern code switching is code switching happened in inter-regional languages in a national language, inter-dialect in a regional language. The case of intern code switching, for example, may happen in Javanese that switches into *Bahasa Indonesia*.

Extern code switching. Extern code switching is code switching happened in native language with foreign languages. The case of extern code switching, for example is code switching from *Bahasa Indonesia* into English, or English into *Bahasa Indonesia*.

Besides the types of the use code switching, the cases of code switching are classified into two different classifications. The classifications are grammatical and contextual classification. The grammatical classification is based on where in the sentence switching appears while the contextual classification is based on the reasons why a bilingual switches.

Grammatical classification

The grammatical classification is based on the appearance of switch in a sentence or statement. According to Poplack(in Jalil, 2009,p.3), there are three types of code switching, namely tag-code-switching, inter-sentential code switching, and intra-sentential code switching.

Tag code-switching. ‘‘Tag-switching means inserting a tag in one language to an utterance that is otherwise in another language’’ (yletyinen, 2004:47). Tag belongs to interjection. There are examples of interjection such as *Wow!, Oy!, D’oh!*. Beside as interjection, tag code switching also is used as sentence filler such as *you know, well, actually, basically, and literally*. In addition to be an interjection and sentence filler, tag code switching is found in discourse marker. In tag code switching, discourse marker can be an expression such as *I mean, by the way, hi, okay*.

Intra-sentential code switching. ‘‘ Inter or intra-sentential codeswitching, which takes place within a sentence.’’ (Rios, 2013,p.377). In other words, intra-sentential code switching happens to a person who is fluent in two or more languages and the form can be seen when the speaker inserts word or phrase of foreign language in a base language. This type of switching requires better fluency in both languages.

Inter-sentential code switching. The last type of code switching is inter-sentential code switching. ‘‘It refers to language switching which occurs between utterances said by the same speaker.’’(Rios, 2013,p.377). Inter-sentential code switching is practiced by the most balanced bilinguals only. In other words this type is rarely used because it needs flexibility to practice it.

Contextual classification

Unlike the grammatical classification, which is based on the position of the different codes found in the statement, the contextual classification is divided into two types of code switching, namely situational and metaphorical code switching (Jendra, 2010, p.76)

Situational code switching. ‘‘situational code switching refers to a switch evoked by a change of the conversational context.’’ (Dubois, 2009, p.2). The factors of code are the changing situations implicated by settings, the participants, or the norms of the interaction.

Metaphorical code switching. “Metaphorical code-switching can be understood as a rhetorical device in which the speakers employ the switch for communicative effect.”

(Dubois, 2009, p.2). A metaphorical code switching happens when there is a change of the purpose, or the topic of the conversation. In reference with the factors, these types of code switching involve the ends, the act sequence, or the key, but not the situation. In this case, bilinguals are possibly to change the participants’ feeling towards the situation. In other words, Metaphorical code switching is used to give effect from serious to be a bit humorous.

Factors of using code switching

In 1964, Dell Hathaway Hymes one of the most noted world sociolinguists, suggested eight factors that bilingual, multilingual, or monolingual people choosing a code. The factors what is known as SPEAKING (in Vakili et al, 2012:29), which stands for Setting and Scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction, and Genre.

‘S’ for setting and scene. Setting and scene are the places, occasions, or natural situations that can influence people to choose the code. For example, people will use a formal variety of language when talking in an office than when talking in picnic place.

‘P’ for participants. The participants are the people involved in the communication.

‘E’ for ends. The ends re the goals or purposes that speaker want to reach.

‘A’ for act sequence. Act sequence refers to order of a speech, a narrative, a conversation, or a talking.

‘K’ for Key. The key refers to the manner, and feeling of the message wished in the communication.

‘I’ for instrumentalities. The instrumentalities refer to the register or forms of the speech.

‘N’ for norm of interaction. The norm of situation is the context in using the code. In other words, norm of interaction is norm of the communication or the rules guiding talk.

‘G’ for genre. The genre is referred to the type of the utterances whether it is in form of a poem, a proverb, a prayer, etc.

The factors are popularly as the components of the ethnography of speaking. “This list of components of speech acts is meant to explore and explain human, social purposes in language.”(Johnstone and Marcelino, 2010:7). Although in a conversation might not find the factors to be activated together.

According to Borlongan (in *Yücel*, 2009), code switching is used by students and teacher in classroom. Teachers use code switching as a tool in language learning activities, such as to control students in group activity, to accommodate changes of situation, to register the presence of third person, to clarify misunderstanding of words or sentences, to build a close relationship between teacher and students. In addition, code switching is used also by teachers to introduce the meaning of concept words when introducing a new unit.

According to Marasigan (in Chaer and Agustina, 2010, p.12), code switching is not only a tool to make a speaker get closer to hearer but also to show solidarity, and to make the hearer easier to understand.

Chaer and Agustina (2010, p.108) mentioned that there are factors in using code switching :

Speaker. Speaker are the one who determines code switching and commonly use code switching to make communication easier. Sometimes speaker switch language to show a certain purpose in communication.

Hearer. Hearer is as a reason for speaker to do a code switching. Sometimes the minimum ability of the hearer is as a reason of using code switching because the language used is not the hearer’s first language. Speaker and hearer may also switch to their first language when they have same language background.

The changes of situation caused by the presence of third person. The presence of third person happens when third person has different language background with speaker and hearer. Consequently, speaker and hearer switch language into language that the third person know to make communication easier.

The changes of situation from formal into informal or the opposites. The switch code caused by changes of situation is commonly happened when speaker show ability of another languages or show a prestige.

The changes of topic. The code switching caused by changes of topic commonly happens in daily conversation.

In addition, based on the social factors there are three factors why people do code switching:

The participants. “The Participants are the speakers or language users, who involve in particular conversation which consist of who is/are speaking, and who are they speaking to?” (Inuwa, 2014:45). In other words, the participants are who determine of the use code.

Social Context. According to Wardhaugh, as quoted by Inuwa (2014:44) Context is another determinant factor in language usage. In the social context is refers to social location where the interaction is taking place between the participants, such as at school, home, or at office.

The Topic. Topic refers to the subject of material that is being discussed in the conversation between the participants. The language usage is determined by the topic of discussion.

Classroom code switching function

Code switching may also be used by teachers during teaching to introduce the meaning of words while introducing a new unit. These code switching classroom function are

catagorized as (a) topic switch, (b) affective functions, and (c) repetitive functions by Mattsson and Burenhult-Mattsson (in Yücel, 2013, p.72).

Topic Switch. In this case, topic switch can be seen while teacher switches language on the topic that is under discussion. Teacher takes student's advantage of first language (L1) learning experience to increase new language understanding.

Affective Functions. Affective function is bilingual use of code switching to express their emotion. In this time, the use of code switching is to build solidarity and have a good relationship between a teacher and students.

Repetitive Function. Repetitive function happens when bilinguals switch language to transfer knowledge to the students in order to convey clarity.

Review of related studied

The researcher has reviewed some reports related to this research. A research entitled ‘‘A Descriptive Analysis of using code switching in English-Arabic daily conversation of students at Islamic boarding school (Ta’mirul Islam, Surakarta, Central Java)’’ was carried out by Amelia Fuan Faulani (2012). She used observation method to collect the data. The result of Faulani’s research classified the data based on the types of code switching adapted from Hudson’s opinions. There were types of code switching based on Hudson’s opinion, such as metaphorical code switching, conversational code switching and situational code switching.

Another research was done by Rizki Hertanti. She was student of Faculty of Languages and Arts, Yogyakarta State University (UNY) in 2014. She analyzed code switching and code mixing in teacher-students communication at class XI and XII in SMA N Prambanan Klaten in French class. She identified forms of code switching and code mixing, also factors of using code switching and code mixing in teacher students communication. The results of Rizki’s research revealed first, the forms of code switching, namely Intern and

extern code switching and code mixing, namely word categories and phrase categories.

Secondly, it revealed the factors of using code switching covering the use of code switching to make the interlocutor get interested, and to explain the materials. The factors of using code mixing included the use of code mixing to explain the materials and to give motivation to interlocutor.

Conceptual Framework

Code is a language. When the speaker deliberately changes a code into another code it is called code switching. According to Hymes(2010) code switching is divided into two types: they are intern code switching and extern code switching.

Code switching happens because of several factors. According to some experts, there are several classifications of factors of using code switching in a classroom. According to Chaer and Agustina (2010) the factors in using code switching are speaker, hearer, the presence of third person, the change formal into informal situation or the opposites, and the change of topic. Beside that, according to Borlongan (2009), the factors of using code switching include to control students in group activity, to accommodate changes of situation, to register the presence of thirdperson, to clarify misunderstanding of words or sentences, to build a close relationship between teacher and students. In addition, code switching is also used by teachers to introduce the meaning of concept words when introducing a new unit. The factors of using code switching according to Marasigan(2010) are to make a speaker get closer to hearer, to show solidarity, and to make the students understand.

The concepts of code switching presented by Hymes (2010), Chaer and Agustin(2009), Borlongan(2010) and Marasigan (2010) will be the bases to answer the research questions related to the types of code switching and the factors of using code switching in class XI of SMA Muhammadiyah Kasihan Bantul. The conceptual framework of the research is presented in the following chart.

