

Chapter Two

Literature Review

In this chapter, the researcher reviews some literature related to the topic in this research. There are several main subtopics to be reviewed such as definition of Code-Switching, the advantages and disadvantages of Code-Switching, Code-Switching and language learning, review of previous related studies, and conceptual framework.

Code-Switching

Definitions of Code-switching

Code-Switching (CS) has been used by bilingual community for many years. It becomes more popular now and is not a strange thing to do. It is because the technology has been rapidly developed, especially in Indonesia. However, many people do not know what is CS. According to Musyeken (2000), Code-Switching is every phenomenon that uses lexical items and grammatical features from two languages that show in a sentence. The mixed of two languages in one sentence can be called as Code-Switching. In addition, Poplack (2000) defined Code-Switching as a substitution of two languages in one constituency discourse or sentence. Poplack further explained that when two languages are mixed into one sentence or discourse it is called Code-Switching. Li (2008) stated that Code-Switching occurs when someone uses more than one language in a sentence or clauses. In this explanation, Li stated that Code-Switching can also happen when more than one language are used by someone in a sentence or clauses (smallest grammatical unit). However, Romaine's report (as cited in Balamurugan (2017) argued that CS is the use of more than one language, variety, or style by a speaker within an utterance, discourse, and communication. He stated that CS might happen in an utterance, discourse, and communication not only in a sentence. It can be concluded that CS is a phenomenon of the use of

more than one language which changes one language to another within sentence, utterance, discourse, or communication.

Reasons of Using Code-Switching

There are many possible motives for students to use CS (mixing two languages). The speaker might use CS for some reasons (Romaine, 1995). Hoffman's report (as cited in Heeti & Abdely, 2016) emphasized that there are seven reasons why the students are using CS. The first one is the need to discuss particular topics. To be elaborated, students use CS to discuss some topics. It is because they feel they are more comfortable to discuss it in their L1. The second one is the need of quoting somebody else. In this case, students use CS in order to quoting someone's theory. They use CS because the theory from someone will be felt original and without translating it to the target language. The third one is expressing solidarity. The solidarity can be built by using CS, it happens when the speaker shares the same L1 with the interlocutor. Then, the need of using interjection is one of the reasons that students use CS. Some students without they realize, they tend to CS spontaneously when they are not aware about what language they supposed to use. The need to do repetition is the next reason. In the classroom, teacher might give some explanations in L1, then the students use CS to repeat the teacher's explanation in order to express it the same like the teacher. The sixth one is the need to clarify something. Students use CS in order to clarify something so there is no misunderstanding. The last one is the need to express group identity. In this case, students use CS to show the interlocutor about their identity.

Furthermore, according to Kim (2006), there are some situational factors that influence students to use CS related to a society such as interlocutors, other social variables like social status, race, age, and physical setting. He added that the utterance of a person can be a factor for

someone to do CS. He further explained that the interlocutor might be a reason for someone to use CS. It is because bilinguals tend to speak differently depending to whom they are talking to. Other social variables such as race, age, and social status of the participants (interlocutors) are important factors that might affect someone to CS. Physical setting might influence someone to use CS, for example when they are buying something in Korean grocery store, they tend to use CS because they know that they share the same languages. Trudgill (2000) added that “speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention” (p.105). It means that the speakers tend to use the CS to show self expressions and modify the language for personal intention.

In language learning, both teachers and students can use CS. There are many functions of CS for both parties. Jamshidi and Navehebrahim (2013) indicated that CS can be used as a teaching method. They added that CS usually conducted in classroom when the teacher is aware of the language that the students used. Puspawati (2018) emphasized that teaching and learning process can be facilitated by using CS as a tool. She further explained that CS also can be used in order to keep the relation between teachers and students through jokes and calming situation that has been created by using CS. Baker (2006) found that teacher used CS to build solidarity and intimate relations with students. He further argued that the relation between first language to new foreign language is constructed in order to convey the meaning and new content is running smoothly in this way (Baker, 2006). In line with Baker, Trudgill (2000) described the functions of CS for the teacher as “in speakers switch to manipulate or influence or define the situation as they wish and to convey nuances of meaning and personal intention (p.105). Furthermore, Wei (2000) suggested that CS for the teacher is being used in order to convey important knowledge or information for the students for clearness.

Functions of Code-Switching

CS also has many functions for the students. Braga (2000) investigated that CS can be used as a strategy in learning for the students which gives the humorous situations by correcting activity. Thus, the students can use CS as a fun strategy in learning a language. Experts explained that CS might affect someone's language skill. Sert (2005) described there are two functions of CS for the students that might affect their language skill, the first one is personal intention and the second one is building intimate relation. He added, three functions of CS for the students, the first one is equivalence, the second one is floor-holding and the last one is conflict control. Those functions mentioned are proved can give good affects for bilingual community and students who learn a language.

Conditions of Using Code-Switching

There are some conditions of using CS. According to Myres-Scotton and Jake (2006), the most general terms of using CS is combining the two different language in the same conversation. It means that the condition of using CS is mixing the language with another language while the conversation is held. Thus, the CS will be created when the two languages mixed in a conversation. Moreover, in sociolinguistic, CS is popular in bilingual community and mostly occurs in bilingual community. Aronoff and Miller (2003) indicated that "many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, just as switching between styles or dialects is an option for the monolingual speaker" (p.532). In line with Aronoff and Miller, Kim (2016) further explained that CS frequently occurs in speech community. It means that CS can be found in many occasions and many different communities. He added that CS tends to happen when the people in bilingual community have known one another and making a conversation in informal

situation. Furthermore, Wei (2000) explained that CS tends to occur when the two languages are mentioned in a discourse and does not violate any surface syntactic rule of one another language.

Advantages of Code-Switching

CS has many advantages that might influence someone's skills in learning language (Sert, 2005). According to Mattson and Burenhult (1999), advantages of CS for teacher are listed as topic switch, affective functions, and repetitive functions. The first strength is topic switch which is important for teacher while changing their topic of discussion. Some EFL students do not understand about the explanations that their teacher delivered especially when it is spoken/explained in other language. It might be helpful for students to be more aware about the topic changing while discussion. The second one is affective function. It means that teacher can use code-switching as a tool to make a relation with the learners. The third one is repetitive function. It refers to the way teachers send the important knowledge/information to the learners clearly so it will not make bias. CS can be helpful in order to learn a language by using students' first language and give students the opportunity to explain what they are really want to say. Cook (2000) believed that to allow the students to use their mother tongue can affect the students to learn a language and give students chances to describe what they really want to say.

Furthermore, Eldridge (1996) explained the advantages of CS for the ELT students. They are: equivalence, floor-holding, and conflict control. The first advantage of code-switching is equivalence. It refers to the way the students use certain words in first language in order to give original expression in target language. The next one is floor-holding. It is the way students use

CS in order to fill the empty spaces in the communication, it might make students speak their target language fluently. The last advantage of CS for students is conflict control. In this case, conflict control is about how the students avoid words that might not be understood by interlocutor. In addition, Pollard (2002) confirmed that students who are able to use CS faced less problems in learning a language than students who are unable to use it. Thus, it can be concluded that code-switching has many advantages for the teachers and also for the students in order to learn a language. According to the experts above, the advantages of CS are topic switch, giving affective function, giving repetitive function, giving students the opportunity to express their actual feelings, making equivalence, holding the floor, controlling conflict, avoiding misunderstanding.

Disadvantages of Code-Switching

Even though CS has some advantages, there will be problems if people misuse it. When people misuse CS, it can be a problem for them. Many experts explain that using CS can be bad because of many reasons. Palmer (2009) affirmed that “many multilingual speakers believe that CS is a sign of linguistic disadvantage or inadequacy and many bilingual teachers work hard to fight code-switching when it occurs in their classrooms” (p.42). Palmer also explained that “CS is a source of trouble only when one party is not used to the meanings of the words or phrases used in all languages”. He believed that CS cannot be used when the interlocutor does not comprehend the language (does not share the same first language) that we want to CS.

According to Cook (2002), CS might cause problem in some circumstances such as: CS is used in multilingual classes. In other words, CS can be a problem when the speaker and the interlocutor do not comprehend the same language. For example, the speaker uses CS (English combines with Javanese), meanwhile, the interlocutor does not speak Javanese. This kind of

situation might confuse the interlocutor as they do not share the same languages. Furthermore, Skiba (1997) indicated that CS is applied when someone is unable to express their feelings, then it will be continuing in speech. It can be said that CS used when someone cannot explain their feelings. They will use CS continuously instead of comprehend new vocabularies. From the findings above, it can be concluded that CS has some disadvantages for the students. To sum up from the experts above, the disadvantages of CS are CS cause problem when it used in Multilingual context and making students to feel lazy to search for new words in target language.

Review of Previous Related Studies

There are some previous studies about CS that will be discussed in this point. The first research refers to the previous study from Amorim (2012) about CS in students' interaction; functions and reasons has some relations with this study. The aim of Amorim's research is to find out the functions and reasons of using CS. It has relation with this study which is about EFL students' perceptions towards CS in learning language. The research used qualitative as the research design and used semi-group interview as the method in order to conduct the data. Twenty-one Portuguese Media Studies undergraduates were placed in group of three for sixty minutes lessons. The findings of the research showed that there were three main functions of code-switching. They were: managing long turns, holding the floor, and achieving the aim of the activity. Then, there were two main reasons why they use code-switching according to Amorim (2012), first they have more relaxed attitude about choice of language which is functional and justified and the second one is they are lack of vocabularies.

Another research is from Jamshidi and Navehebrahim (2013) about learners use of code-switching in the English as a foreign language classroom. The research focuses to the effects of using L1 in an EFL classroom. The respondents were the total of 27 students aged 16 to 32 in

Oxford Institute in Ahvaz. The research used quantitative approach as the research design and used questionnaire in order to conduct the data. The result from Jamshidi and Navehebrahim's study showed that CS can be applied to teaching in EFL/ESL classes and this study has shown that careful and judicious use of code-switching can lead to appropriate successful teaching and learning of new vocabulary in speaking classes. As the studies shows, bilingual education may lead to more effective and meaningful language learning. Such code-switching can be used by the EFL learners as a compensatory strategy; meaning that using L1.

Furthermore, this study is about EFL students' perceptions towards the use of CS in learning language. The research focuses on finding the reasons why the EFL students use CS and finding advantages and disadvantages of CS perceived by the EFL students. This current study is different with the other studies. First, it is because this study is conducted in Indonesia. The second one is because this study focuses more about the three research questions, i.e. the reasons of EFL students' use CS, advantages of CS, and disadvantages of CS and gives deeper information of its research questions. Third, the participants in this study are college students of English Language Education Departments which implies that they understand about CS and experienced in using CS more.

Conceptual Framework

CS has been defined differently by so many experts. Li (2008) stated that Code-Switching occurs when someone uses more than one language in a sentence or clauses. Moreover, Poplack (2000) defined Code-Switching as a substitution of two languages in one constituency discourse or sentence. In brief, CS is a phenomenon of the use of more than one

language which changes one language to another within sentence, utterance, discourse, or communication.

Furthermore, CS has so many advantages for the speaker. Eldridge's report (as cited in Sert, 2005) illustrated that the advantages of CS are: equivalence, floor-holding, and conflict control. Equivalence refers to the way the students CS the language in order to express something that cannot be changed into target language. Floor-holding is the way students use CS in order to avoid barriers while communicating in target language. Conflict control is the way the students use CS in order to make the interlocutor understand some infrequently used words.

However, CS also has some disadvantages, those advantages can lead to misuse of CS. Hammink (2000) emphasized that CS is reputed as incorrect and lack of vocabulary in the target language. Mixing two languages in one context is not an effective strategy to hold the conversation. It is because when students CS the language, they are facing some problems in communicating with their target language. They might use CS over and over again without solving the problems. In some cases, lack of vocabulary in target language is also becoming the disadvantage of CS. It is because students CS to their L1 continuously when they face some barriers rather than looking for some new vocabularies.

To be more elaborated, there are some motives of students using CS. Hoffman's report (as cited in Heeti&Abdely, 2016) emphasized seven reasons why the students are using CS, i.e. the need to discuss particular topics, the need of quoting somebody else, expressing a solidarity, the need of using interjection, the need to do repetition, the need to clarify something, and the need to express group identity. Kim (2006) added some situational factors that influence students

to use CS related to a society such as interlocutors, other social variables like social status, race, age, and physical setting.

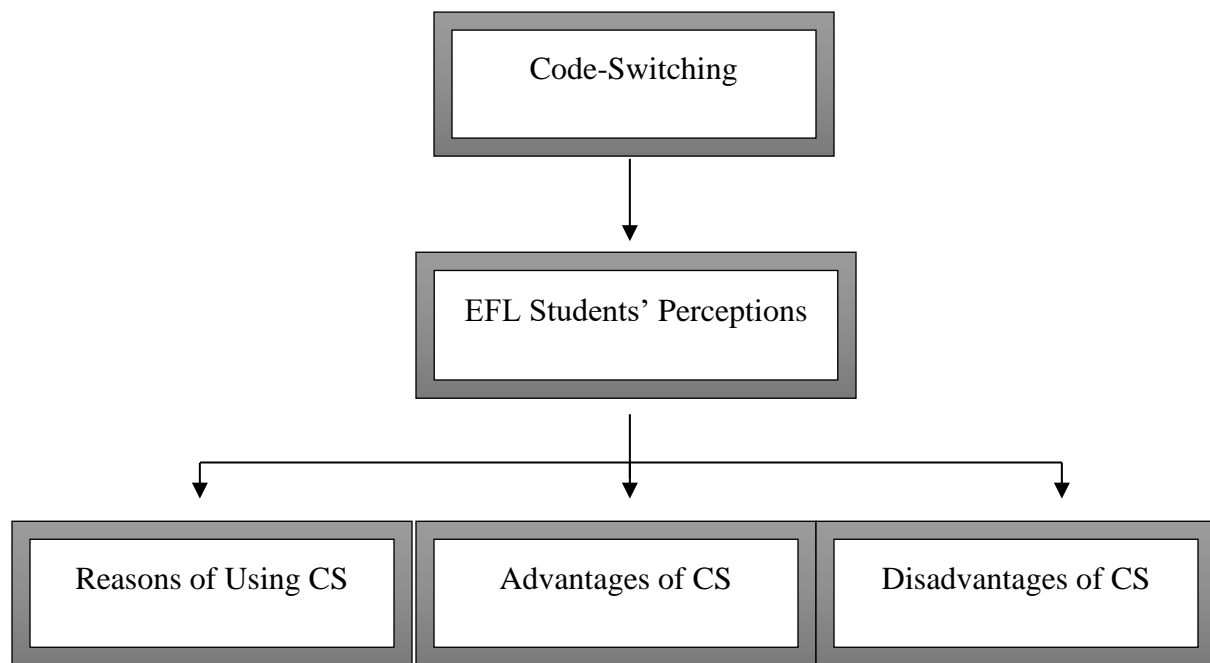


Figure 1: Conceptual Framework of EFL Students' Perceptions towards the Use of Code-Switching.