

CHAPTER II

LITERATURE REVIEW

It is important to describe the theories related to the problem of this study in order to give relevant knowledge about this study. Therefore, this chapter discusses some theories and literatures related to the area of interest of this study.

2.1 Code Switching

Code switching is the using of two or more languages in conversation. In linguistics, code switching occurs in a single conversation where a speaker using two or more languages. Code-switching is the practice of switching various languages in different setting. Everyone has learned to code-switch depending on the situation and setting they are in. In an educational context, code switching is defined as the practice of switching between a primary and a secondary language or discourse (Coffey, 2012). Based on Coffey, mostly **code switching** occurs in bilingual communities. Speakers of more than one **language** are able to code switch or mix their languages during their communication well. Romaine (2000) in Mujiono (2013) has stressed the point that switching is a communicative option for a bilingual member of a speech community and switching between styles or dialects is an option for monolingual speaker. From Romaine, code switching becomes an alternative way for communication in the bilingual members if they want to communicate in the speech community. Esen (2015) stated that code switching can be seen as language interference in the classroom. Students would feel comfortable switching languages in everyday normal conversation because

they may see code switching as an acceptable form of communication in the society. These following examples are code switching in practice reported by Mujiono (2013), and Esen (2015):

1. Ok, now please, what the difference, *apa bedanya* procedure and chronological order. (Mujiono, 2013) (Switch between English and Indonesian).
2. *You are sleepy coğuzaman, because you spend a lot of saat in your bed.* (Esen, 2015) (Switch between English and Turkish).
3. *Gracias for the lovely gift. Está awesome!* (Esen, 2015) (Switch between Spanish and English).

2.2 Kinds of Code Switching

In code switching there are three kinds of code switching: (1) inter-sentential, (2) intra-sentential, and (3) extra-sentential. Esen (2015) explained that in inter-sentential code switching, the language switch is done at the end of the sentence. This is often happened between fluent bilingual speakers. Inter-sentential code switching is a type of code switching where the switching of language occurs when the speaker complete a sentence with the first language and start the next sentence by using a new language. This following example shows inter-sentential switching: *Mengapa kamu kesini?* I do not want to see you anymore! (Switch between Indonesian and English)

The second kind of code switching is called intra-sentential code switching. In intra-sentential code switching, the language switching occurs in the middle of sentence but with no interruptions, hesitations, or pauses that indicate

the language switching. Some researchers call it also code mixing. Different types of switch occur in the clause level including inside the word level (Esen, 2015).

This following example shows inter-sentential switching: You are sleepy *nak*? But you have spent a lot of time *untuk tidur* (Switch between Indonesian and English).

The last type of code switching is called extra-sentential code switching. Esen (2015) stated that there is an insertion of a tag from one language into an expression which is form another language. This following example shows extra-sentential switching: **Please** *deh jangan ganggu aku. Aku lagi sibuk, you know!* (Mujiono, 2013) (Switch between Indonesian and English).

2.3 The Function of Code Switching

According to the study conducted by Metila (2009), code switching that the teacher used has three kinds of functions: pedagogical, communicative and social, and psychological aspects. In pedagogical functions, code switching is used to make the students understand to the topic. It is usually used to explain difficult word, abstract concept, or grammar structure. In communicative and social functions, code switching allows speakers to express themselves and give a relaxed atmosphere to the class. The last is psychological function. Code switching allows everyone to speak comfortably without any burden that they are unable to speak in the foreign language

Gulzar (2010) mentioned in his research about the functions of code switching. Code switching in classroom for the teacher's interaction with the students has different functions, there are: (1) Clarification. When the teacher not sure if the students know about the meaning of the target language's word or

expression, it is common for the teacher to provide the offer to clarify by using mother tongue. (2) Giving instruction. Code switching makes the teacher to give instructions for the students effectively. Besides, it can provide the effective communication between teacher and students in the classroom. (3) Translation. Teachers often use code switching to translate or explain the important message during the process of explaining new vocabulary, grammar points or instruction rather than continuing by using target language. (4) Socializing function. Code Switching is used to express their feeling with the native language that they cannot express in the foreign language. (5) Linguistic competence. It is happened in the non native speaker teachers. They sometimes cannot recall the word in target language. The teachers switch the language to avoid the damage of students' confidence in teachers' language proficiency. (6) Topic Shift. The teachers consider the use of first language in explaining the rule and the meaning of the target language to avoid the misinterpretation, or the code switching is used to get the students' attention. (7) Ease of Expression. The teachers use code switching to simplify the expression of the target language when there is an equivalent term in the first language. (8) Emphasis. Code switching used by the teachers to emphasize the meaning of target language in the first language. (9) Checking Understanding. The teachers switch the language to check the students understanding about what they have been explained. (10) Repetitive Function. Code switching is used by the teachers when the students do not get the message or the meaning of the target language so the teachers repeat by using the first language. (11) Creating Sense. It can be defined as socializing function. The

teachers tend to switch the language to be friendly with the students and make a better relationship with the students.

2.4 The Usage of Code Switching

The researcher will explain about the procedures of code switching based on the theory about the use of code switching in the class. Asror (2009) in his study stated that how the teacher use code switching in the class is based on the conditions and situations during teaching and learning process where the language switching is needed. According to Ulfah (2014), the procedures to use code switching is depend on the factors that triggered the occurrence of language switching. Ulfah conclude in her research that the code switching happens in:

1. Rhetoric reason

When the speakers switch their languages, they are aware of the fellowship in the society. When code switching occurs, the speaker seems to be aware that he/she talks using language that is commonly understood by the community, he/she can express the meaning clearly. In the EFL classroom setting, the language switching is done by the teacher in the form of repetition of a message using the language which was more understandable for the students.

2. Status and formalities differences

During the teaching process the teacher tried to insert humor as a fun break in certain part of activity. And often the humor is less funny if they use English, therefore the teacher here switch in their L1 or national language.

3. Other statements or proverbs quotations

Code switching is often occurred when the teachers quoted a statement which had been stated by someone before. By using the original words from the speaker, the teacher tried to make the explanation related to the discussed quotation be more accurate.

4. Vocabulary lacking

During EFL learning process the students often have a difficulty to understand about what the teacher is talking about because of their lack of vocabulary. Therefore, the teacher here, switch the language to make the students understand about the message the teacher want to express. Besides, it is also can happen because teacher could not find the proper words in English to explain what he/she meant.

2.5 Previous Studies about Code Switching

2.5.1 Code Switching in English as Foreign Language

The study about the code switching usage in the EFL classroom has been conducted by Mujiono (2013) in the study entitled Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities. It is a descriptive qualitative research in which data was taken ethnographically by recording, observing, and using interview technique. The result of this study shows that the lecturer use code switching in linguistic factor, continuing speakers' pronouncement, addressing specification, clarifying information, intimacy, addressee affection, unpleasant feeling, creating humor, repetition in clarifying reiteration message, strengthening request or command making

questions, giving advice, balancing language competence, making esier to convey speaker's message, and discourse maker. The similarity between this study and Mujiono's (2013) study are the usage of code switching in EFL based classroom and the techniques used by the researcher. The different is on the subject of the study. Meanwhile the study conducted by Mujiono (2013) was conducted on university students, this study is conducted on Junior High School students.

Another research was conducted by Weng (2009) in the study entitled Code-switching as a Strategy Used in EFL Classroom in Taiwan. The study aims to present the usage of code switching in an English classroom which consisted of sophomore students from different departments of university. The result of the study explained that the teacher use code switching in explaining complex grammar rules, complex concept, and defining new vocabulary. The similarity of Weng's (2009) and the researcher's study is both focus on the usage of code switching in the EFL classroom and the difference is on the students. The study conducted by Weng (2009) focused on the sophomore students from different departments while the researcher's study focuses on the Junior High school students in general English class.

There is also a study conducted by Ulfah (2014) entitled The Use of Code Switching by English Teachers in Foreign Language Classroom. It is a descriptive qualitative study to analyze the procedure code switching that occurs during teaching learning process in the classroom. The result shows that the code switching occurs in such situations, they are: rhetoric reason, differences of status and formalities, to quote others statement, and lack of vocabulary. The similarities of Ulfah's (2014) study and the researcher's study are both of the studies analyze

the phenomenon of code switching that happens in the classroom and both of the studies using the same instruments, those are classroom observation, recorder, and teacher interview. The differences of both of studies are that the study conducted by Ulfah (2014) focused on the type, how to use, and function of code switching. Meanwhile the researcher's study only focuses on the process and the method of code switching.

Jingxia (2010) also has conducted a study about the usage of code switching entitled Teachers' Code Switching to the L1 in EFL Classroom. It is a combination of qualitative and quantitative research method to analyze teachers' code switching to Chinese using the teachers' and students' questionnaires and classroom recordings. The study revealed that procedures of code switching that code switching is use in translating vocabulary items, explaining grammar, managing class, and building close relation with students. The similarity between Jinxia's study and the researcher's study are the focus about the usage of code switching in EFL classroom and the method of the study is using classroom recording. The difference is that Jinxia's study was conducted in the University meanwhile the researcher's study is conducted in Junior High School.

2.5.2 Code Switching in English as Second Language

Code switching not only happens in the English as Foreign Language (EFL) classroom, but also occurs in English as Second Language (ESL) classroom. A study about code switching in ESL classroom was conducted by Magid & Mugaddam (2013) entitled Code Switching as an Interactive Tool in ESL Classroom. The study aimed to analyze the role of code switching to

students' LI in the ESL classroom and whether it increase interaction in the classroom. The study concluded that the use of L1 by the teacher is avoidable and suggest that L1 is important in ESL teaching learning process. This study explains the procedure of code switching that is used with the teaching method and tends to use L1 in such occasion such as interacting with students, illustrating grammatical rule, explaining meaning and new vocabulary, praising and encouraging students and organizing the classroom. The similarity between the study conducted by Magid & Mugaddam (2013) and the researcher study is that both of the studies analyze the process of code switching that occurs in the classroom during teaching and learning process. The deference is that Magid and Mugaddam's study (2013) was conducted in ESL classroom, meanwhile the researcher's study is conducted in EFL classroom.

Another study was conducted by Naveed (2015) entitled The Function of Code Switching in ESL Classroom Discourse, The study aimed to analyze the forms of code switching used by the teacher and the function of those code switching at the diploma level with the result that the procedure of code switching that used is in the situations when they were managing the discipline in the classroom, giving more understanding to the students, giving examples, creating humors and increasing the mood of the class. The similarity of the study conducted by Naveed (2015) and the researcher study are both of the studies have the same area of focus and same methodology to analyze the data. The differences between both of studies are on the level of study and the basis of the classroom. Meanwhile the study conducted by Naveed (2015) was conducted on the ESL

classroom in the diploma level, the researcher's study is conducted on EFL classroom in the Junior High School level.

The study about Code Switching in ESL classroom also conducted by Svendsen (2014) in the study entitled the Influences of Code Switching in the Second Language Classroom in Connection to Language Development. The study aimed to investigate if the code switching is beneficial language strategy relating to the development of the students oral language. The result stated that Code Switching can be used as language strategy in the classroom. It can support the language development if it is used in the right way. Procedure to use code switching is based on the situation that need to switch the language such as in explaining instruction, understanding grammatical rule, giving motivation and encouraging the students. The similarities of the study conducted by Svedsen (2014) and the researcher's study are that both of the studies examine the code switching that occurs during the teaching learning process and both studies examine the same level of education. The difference of both of the studies is on the methodology and classroom basis. In the Svedsen (2014) study, the data was analyzed by comparing and contrasting study relevant with the research questions. Meanwhile, in the researcher's study, the method to analyze the data is by using qualitative study data analysis with the instrument using classroom recording and teacher interview.

2.6 Summary

Code switching is the using of two or more languages in conversation. In linguistics, code switching occurs in a single conversation where a speaker using

two or more languages. Code-switching is the practice of switching various languages in different setting. In education code switching is usually happened during the classroom setting by switching the target language with the native language during the interaction.

In code switching there are three kinds of code switching: (1) inter-sentential where the language switch is done at the end of the sentence, (2) intra-sentential where the language switching occurs in the middle of sentence, and (3) extra-sentential where there is an insertion of a tag by switching language.

Code Switching has many kinds of function in the class that can help the teachers during teaching in the classroom those functions are: clarification, giving instruction, translation, socializing function, linguistic competence, topic shift, ease of expression, emphasis, checking understanding, repetitive function, and creating sense.

Some researchers believe that code switching can help the teachers in teaching learning process and can provide the needs of the students. This study is conducted to explore about the procedure to use code switching during the classroom interactions in EFL classroom. The good procedures of code switching will make it to be the good tool for the teachers in the teaching process. By conducting an observation, this study try to providing the model of procedures in using code switching during classroom interactions and how code switching becomes a tool for teacher to help them in the teaching process.