

CHAPTER II

LITERATURE REVIEW

2.1. Code Switching

Code-switching was a language contact phenomenon that was broadly defined as the alternate use of two or more languages within a single conversation, usually marked by a clear break between the languages. According to Ulfah (2014), code-switching is the alternation of two codes (languages or dialects) between two people who share those specific codes. According to Victoria and Rodman (1998), codeswitching is a linguistic term that refers to using more than one language or dialect in conversation. Other language contact phenomena such as loan translation (calques), borrowing, pidgins and creoles, and transfer or interference can be distinguished from code-switching. The speaker's thinking was indicated by code-switching. When a person's language used to convey a message is perceived as unsuccessful or failing, the person must change the language to one that the other person understands. Skiba (1997), as cited in Moghadam (2012, p. 2220), defines code switching as the communicative exchange of two language codes between people who contribute to those specific codes.

The use of more than one language or variety in discourse is referred to as code-switching in linguistics. When a bilingual speaker encounters difficulty conversing with another bilingual, they move their language from code to code in sentence construction to assist the interlocutor in understanding. They may repeat this process with the same linguistic background. One method for combining two or more languages in a single discussion is code switching. Code-switching is defined by Waris (2012) as "the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event," whereas Bokamba (1989) defines code-switching as "a common term for alternative use of two or more languages, varieties of a language, or even speech styles." Code switching is a learning strategy used by

teachers when teaching a foreign language in the classroom to help students improve their English skills.

The meaning of code switching above can be concluded that code switching means the transferring one language into other language within the identical utterance from two distinct grammatical structures. In this situation, code switching occurs whilst the after speaker has completed a sentence, and then switches or change to some other language within the next sentence. These switches of different languages are often sentences, however they also can be phrases, clauses or large units.

2.2.1. Types of Code Switching

Codeswitching classified into three categories. Those are tag switching, intra-sentential switching, and inter-sentential switching (Poplack, 1980).

a. Tag Switching

The tag code switching occurs when bilingual inserts a short expression (tag) from a different language. Tag-switching involves inserting short tags or phrases in one language into a speech if not completely in another language where certain tags and phrases in one language are inserted into speech or vice versa in other words.

This type of code switching is the most common because tags typically have few syntactic constraints and thus do not violate syntactic rules when inserted into a sentence given in the L1 (Hamers & Blanc, 2000). This type of code switching is also the most common because tags typically have minimal syntactic restrictions and thus do not violate syntactic rules when inserted in a monolingual sentence (Josiane, 2004). Common English tags such as (I mean, you know, and right, yes, no, wow, and so on) are examples of tag switching. Tag switching is the process of changing a tag phrase, word, or both from one language to another.

b. Intra-sentential Switching

In this type, the speaker switches between languages within the same sentence. As a result, the sentence will be composed of two languages. Intra-sentential displacements were discovered when a foreign language word, phrase, or clause was found in a sentence in the base language. Intra-sentential switching may require more fluency in both languages than tag switching because major portions of the utterance must follow the rules of both languages (Romaine, 1995). According to Poplack (1980), is the most complex of the three because it can occur at the clause, sentence, or even word level.

c. Inter-sentential Switching

In which a language change occurs at the sentence level, with each clause or sentence being in one of two languages. Inter-sentential switching occurs when a speaker switches from one language to another between sentences. This means that if a person's speech is divided into sentences, one sentence will be in one language and the other sentence will be in a completely different language. According to Poplack (1980), this is the most complex type of code switching because the speaker must simultaneously control two linguistic systems. According to Muysken (2000), inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence begins with a new language, or Inter-sentential code switching occurs between a different number of sentences. This type also poses the most syntactic risks, as words or phrases from another language are inserted within a single sentence or utterance.

2.2.2. The Factors Influencing Code Switching

Malik (1994), in his book, *A Research of Code switching*, lists ten reasons why people do the code-switching:

- a. Lack of facility: According to Malik (1994), bilinguals or multilinguals frequently explain that they code-switch when they cannot find an appropriate expression or vocabulary item, or when the language of conversation lacks the specific word needed to carry on the conversation smoothly. He gives the example of "Charan Sparsh" (touching feet), which has a different meaning in the speaker's code than it does in Hindi. The speaker's decision to switch languages is most likely culturally conditioned.
- b. Lack of register: When speakers are not equally competent in the two languages and when the speakers do not know the term in the two languages, then code-switching occurs. For example, English College students often use code-switching by changing the language from Indonesian into English. In fact, the students use code-switching to interact when they speak to their teachers, audience in the class, native speakers, etc.
- c. Speaker's mood: According to Malik (1994), code-switching takes on a new dimension when bilinguals are tired or angry. This means that when the speaker is in the right frame of mind, he or she will be able to find the appropriate word or expression in the base language.
- d. To highlight a point: Code-switching is also used to highlight a point. Gal (1979) describes several instances in which, at the end of an argument, they not only help to end the interaction, but they can also serve to emphasize a point.
- e. Habitual experience: Code switching, according to Malik (1994), occurs frequently in fixed phrases of greeting and discourse markers.
- f. Semantic significance: Gumperz in According to Malik (1994), switching at a specific time conveys semantically significant information. It is a communicative resource that builds on the perceptions of participants in two languages. During code switching, lexical choice conveys meaning.

- g. To show identity with a group: Di Pietro (1997) reports that Italian immigrants would tell a joke in English and given the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority groups with shared values and experiences (cited in malik 1994).
- h. To address a different audience: According to Malik (1994), code switching is also used when the speaker intends to address people with different linguistic backgrounds. In India, for example, the television announcer uses Hindi as the national language, but he frequently switches from Hindi to English. Because most people in south India do not know Hindi, the announcer frequently repeats the news he or she said previously in Hindi into English.
- i. Pragmatics reasons: Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik, 1994). Gumperz (1970) also notes that switching may emphasize varying degrees of speaker's involvement.
- j. To attract attention: Malik (1994) shows that in advertisement (in both written as well as in spoken) in India, code switching is used to attract the attention of the readers or listeners. For example, when the non-English reader reads a newspaper, his or her attention automatically drawn to the language background where he or she originates from. A similar situation prevails in advertisements that involve audio and video output

2.2. Code Mixing

Code-mixing is another phenomenon that is similar to code-switching. It occurs frequently when speakers use both languages concurrently and transition between them to the point where they switch from one tongue to the other within a single phrase. Without changing the topic, code mixing can involve phonology, morphology, grammatical structures, or lexical items at different levels of language. We couldn't deny that the first language had a significant influence on

the second. Languages interact and mix, resulting in a wide range of languages. The majority of people in society blend their language with other languages by borrowing or utilizing fragments of other languages, but they are still influenced by their first language on occasion.

Kachru defines code mixing as "the use of one or more languages for consistent transfer of linguistic units from one language into another, and by such a language mixture developing a new restricted or not so restricted code of linguistic interaction." According to Kachru's definition, we can see the reality in class when students say something in English, they mix some language in the sentence that they don't know how to say in English, which means combining the languages of Indonesia and English.

Code-mixing is a type of linguistic choice that is more delicate than code-switching. Pieces of one language are utilized in code-mixed sentences, yet the speaker is speaking in a different language. Words are the most common 'pieces' of the other language, but phrases and larger units can also be used. We can see from the above description that the definition of code-mixing is confined to code shifts inside the same clause or sentence.

From the reason above, code mixing refers to when the speaker mixing two languages or more by inserting one language element in a single utterance or mixing a few parts of another language including words and phrases into one language in a topic without damaging the grammatical guidelines of the language.

2.3.1. Types of Code Mixing

According to Myusken (2000) have three types (a) Insertion, (b) Alternation, and (c) Congruent Lexicalization.

a. Insertion

This kind of code mixing occurs within a word boundary or occurs when lexical items from one language are incorporated into another. Associated with Myers-Scotton (1993) cited on Myusken (2000) stated that the constraints in terms of the structural properties of some base or matrix structure. Here the process of code-mixing was conceived as something to

borrowing: the insertion of an alien lexical or phrasal category into a given structure.

b. Alternation

This form of mixed code appears when there were changes in the structure of two different languages, both grammar and vocabulary systems, which are not easily detected because they have merged into one utterance in a conversation (Myusken, 2000). In other words, alternation is a mixed code that occurs when two different languages used in a clause between the two languages. This kind of code mixing occurs within a phrase, or a clause.

c. Congruent Lexicalization

This kind of code mixing was congruent lexicalization, which refers to the situation where two languages share grammatical structures, which can be filled lexically with elements from either language (Myusken, 2000). This form of mixed code appears when speakers combine two different grammatical systems without changing the structure by inserting non-numerical lexical from the two languages. In other words, congruent lexicalization was a form of code mixing in an utterance that contains a variety of words from different languages but can still be available. It is full information because of the shared grammar system. The thing that stands out in the form of this code mix was the frequency of the appearance of these lexical elements. An utterance was said to use what form of code interfering if the appearance of lexical elements from different languages more than twice so that it seems to change continuously with other languages.

2.3.2. The Factors Influencing Code Mixing

There are also some additional reasons for use code mixing based on Saville-Troike (1986):

- a. To soften or strengthen request or command: One of the functions of code mixing for Indonesia people is as a request because English is not their native language, so it does not sound as direct as the Indonesia

language. However, codemixing can also strengthen a command since the speaker can feel more powerful than the listener because they can use a language that some people cannot use.

- b. **Real lexical need:** Due to the lack of equivalent lexicon in the languages is the most common reason to mix the language of a bilingual or multilingual person. When bilingual or multilingual an English-Indonesia has a word that is lacking in English, it will easier to say the word in Bahasa Indonesia. Rather, when he has a word that is lacking in Bahasa Indonesia, he will use the English term. If it put into Bahasa Indonesia, the meaning will be vague, and sometimes would not be used.
- c. **To exclude other people when a comment is intended for only a limited audience:** Sometimes not all people want to communicate with other people but they want to communicate only to specific people or communities they belong to. People may try to exclude some people by using the language that no everybody knows. To avoid disruption objected to their communication.

2.4. Previous Study

This research is backed up by a number of earlier studies. Siregar (2019) has conducted about pedagogical translation by using scientific approach in teaching English, sought to determine how and why English instructors employed pedagogic translation as a technique in English language education using a scientific approach. The findings suggest that pedagogical translation is a viable way for teaching English. Then, in the scientific method, experimenting and associating activities were more prominent than watching, inquiring, and communicating activities in terms of pedagogical translation. Furthermore, the use of pedagogical translation was motivated by the desire to improve classroom communication, strengthen student-teacher relationships, and assist foreign language comprehension.

The second research conducted by Muhammad Ansor (2009) examined the teacher's explaining approach, code switching, and code mixing within the research room. The study analyzed utterances made by four participating teachers, categorizing them based on their types and functions. A quarter of the utterances served the purpose of facilitating communication. Qualitative research methods, such as recordings and interviews, were used to collect data.

The third research by Enoka Makulloluwa (2013) examined code switching by teachers in ESL classrooms at the University of Colombo, Sri Lanka. The study found that teachers used students' mother tongue (L1) for pedagogical, administrative, and interactional purposes. L1 was extensively employed in lower proficiency classes to accommodate students with limited language skills and create a less intimidating learning environment. The majority of participants viewed the use of L1 positively, as it enhanced language acquisition by improving comprehensibility and reducing students' affective filter.

The fourth research, conducted by Sumarsih, Masitowarni, Syamsul, and Dedi (2019), explored code switching and code mixing in Indonesia, focusing on native speakers of Batak Toba and Mandailing languages. The study identified three classes of code switching and code mixing: word class, phrase class, and sentence class. Word class exhibited the highest occurrence, followed by the phrase and sentence classes. The research employed qualitative research methods, including interviews, observations, questionnaires, and content analysis.

In conclusion, the following research studies share many similarities with this study, as they contribute significantly to the understanding of code switching in educational contexts by highlighting its potential benefits and drawbacks. It also emphasizes the importance of recognizing code switching as a valuable resource for language acquisition and comprehension, especially in multilingual settings. Furthermore, these studies also recommend providing training to teachers to effectively utilize code switching and incorporate students' mother tongue, with the aim of optimizing language learning outcomes.