

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) the concept of code switching, (2) code switching in the process of teaching English, (3) types of code switching, (4) factor affecting of doing code switching in teaching English, (5) the function of code switching, (6) the benefits of using code switching, (7) the disadvantages of using code switching, and (8) previous related studies.

2.1 The Concept of Code Switching

Code switching is a form of phenomenon which happened in bilingual or multilingual speakers which refers to use more than one language or variety in the same conversation. The bilingual and multilingual communities commonly use certain tools to make communication and conversation with one another more effective and meaningful. One of this is doing code-switching. Code switching changes from one language variation to another when the situation required to switch and depends on who talk to (Trudgill, 2000). Thus if code-switching is applied, the situation and the one who talk to requires to switch the language, code switching could be considered as conversation tool by providing opportunities for the speakers through switching of the language as a form of communication tool to create the conversation connect.

In learning a foreign language, in doing code switching into mother tongue has a good function in order to achieve the target of the practicing language in the educational lesson. According to Willis (1996), by using mother tongue, it has an important and positive aspect, as more opportunities are generated for gaining use

of target language. Thus, when the practicing of code switching occurred in that context tend to be designed specifically to meet educational objectives that code switching can be used to reach the target of language learning.

When teachers teach a foreign language, code switching also bridges the need to provide students with exposure and accommodation for students with low English proficiency (Brown, 2000 & Harmer, 2007). Therefore, in teaching and learning English code switching is seem as a normal product in the class for facilitating students who have low English proficiency ability in order to meet their learning process of English lesson in the classroom.

2.2 Code Switching in the Process of Teaching English

In teaching English, teachers have their own strategies to make students understand about the lesson. Code switching in educational context is considered as one of the strategies to facilitate students to learn English more effectively (Brown, 2000 & Harmer, 2007). The reasons behind the practice of code switching itself are complex and varied. One of the reasons related to create a positive environment. In order to make classroom environment and atmosphere become a more relaxed and conductive, which can enhance the enthusiasm of the learning process for the students (Timm, 1993 as cited in Riegelhaupt, 2000). So that, by using code-switching in the classroom it will give in English classroom environment is more alive and effective by facilitating code-switching for students for learning English.

Non-native English teachers are among to have tendency to switch the language since they are needed and required to make sure that students must

understand the lesson what they are going to teach. Additionally, switching the code not because of accommodating other people' need, but because of the internal needs of the community (Ewert, 2010). In this case, internal need here might be is teachers have to teach English which differently from L1 students, where the switching of code acts as a tool that can be used by teachers to fulfil teachers' need in the teaching and learning process of English, which focus on students to gain the more understanding from the teacher.

Somehow, the teaching-learning contexts in Indonesia encountered by teachers tend to switch languages strategy, as means of providing students with opportunities to communicate and enhance students understanding (Modupeola, 2013). Consequently, by employing code-switching in teaching learning process make learners are getting easier in communication for acquiring foreign language learning with the provision of code switching strategy between teachers and learners, so that students can get deep comprehension about the English lesson by the teacher by giving the gap through code-switching.

2.3 Types of Code Switching

There is expert in the field who determine the types of code switching. Poplack (1980) had proposed and distinguished the types of code-switching. There are three types of code switching that he has categorized and they are described below:

2.3.1 Tag Switching

Tag switching happens in which tags and certain set phrases in one language are inserted into an utterance otherwise in another. Tag-

switching here means, the way the speaker speaks is inserted or switched to or from Indonesian utterance or vice versa. According to Jalil (2009), the emergence of tag switching could occur because it occurs in a sentence where the tag emblematic or an exclamation is switched to another language. Similarly, Astuti (2007) found that tag switching involves the insertion of a tag in one language into an utterance that is basically spoken in other languages. In other words, the presence of tag-switching does not bring any significant influence to the grammatical systems of the sentence followed. Jalil (2009) also stated that violation of grammatical rules is very limited since the process of switching does not occupy an enormous control of the two languages involved. So that, tag-switching is categorized as the simplest types of code switching among others due to mark or express some kind of own feeling toward words such as a sudden surprise to gain the attention of students (Poplack, 1980). Likewise, study conducted by Nafisa (2017) showed that the purpose of using tag switching by the English teacher is to emphasize what words the teacher said to students and it was done unintentionally in order to get students' focus and attention in the class. Tag switching in English is just like as *you know, ya, or yes, halo, I mean, right, I wish, okay, well, so and etc* whereas tag-switching in Indonesian is just like *silahkan, ayo, nah, kan, jadi, okay, ya and etc*, and it usually consists of one or two words, as when the examples below:

“Setiap pelajar mempunyai kewajiban belajar, *right?*”

“No Problem, *lah*”

(No problem, *okay*)

Yaaa, ... interesting *right*,

So... any question?

Jadi....let’s read together

(*Well*... let’s read together)

“This is knife, *kan?*”

(*isn’t it?*)

“*You know* Itu tidak begitu menarik.”

2.3.2 Inter-sentential Switching

For this type of code switching, when one sentence is one language then the next sentence or clause is formed in another language (MacSwan, 1999). Moreover, inter-sentential switching is described as the existence of phrase or sentence level stayed after sentence from another (Jalil, 2009). Meanwhile, inter-sentential switching is characterized by switch from one variant language to another outside or across the sentence or clause level (Grosjean, 1982). In relation to in foreign language classroom, Arief and Khotimah (2019) found that inter-sentential switching is used for repeating the explanation. It is used to make students really understand the meaning of the sentences. So that, Wahyudi et. al. (2018) found that inter-sentential switching was used to clarify and emphasize the previous sentence that has been said. The speaker performed a repetition in the message and to deliver

that there might be mistake in receiving the message and also to emphasize the purpose that was being expressed.

Furthermore, the presence of inter-sentential switching emphasizes a certain point uttered in another language, signals the conversation participants, and indicates to whom the statement is addressed (Hughes et al., 2006). Similarly, a study conducted by Khairiah (2016) has found that the inter-sentential switching may serve to emphasize a point made in the other language in conversation and indicate to whom the statement was addressed. Additionally, the speaker who uses the type of inter-sentential switching is considered great and fluent speaker, because according to Zirker (2007), it requires greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages. Just like the example below:

“I love mathematics, *dan saya juga suka bahasa Inggris*”

“Attention please, *jadi anak-anak perhatikan dulu sebentar*”

“Raise your hand, *yang bisa jawab angkat tangan nya...*”

“Do you agree with them, *ada yang setuju gak sama temannya*”

“Anyone else, *ada yang lain yang bisa jawab*”

“Sometimes I will start a sentence in English *dan juga sih kadang dengan Indonesia*”

Based on the examples above, the utterance consists of two different sentences in different two languages which mean the one who use inter-sentential switching is fluent speaker in foreign language because

it must conform to the rules of both languages. Which means it is classified into inter-sentential switching.

2.3.3 Intra-sentential Switching

For intra-sentential code switching, Muysken (2000) declared that intra-sentential switching is the grammatical system of native language is used first, then it is followed by the second language and it is switched back to the first language. However, Yletyinen (2004) stated that intra-sentential switching takes place when words or phrases from another language is inserted in a sentence of the first language. Intra-sentential switching is determined to be the most complex form of switching (Zirker, 2007) because seen from its grammatical principles, Bhatia and Ritchie (2004) assumed that intra-sentential switching occurred directly in both languages (as cited in Kim, 2006). Since knowing intra-sentential switching switched the language when the sentences there are two participating grammatical systems that mix within one sentence so that why is considered as the most complex one.

Furthermore, the existence and characteristic of intra-sentential switching is the most fluent of all types of code switching used by the speaker because intra-sentential switching is performed to emphasize and mark some point due to do the code switching within the other language directly without pauses, interruption or hesitation (Lipski, 1985). According to Samjaya (2017), the emergence of intra-sentential switching was used to give an intention to clarify the speaker speech and also he said

that it used to give a stress and mark in the sentence with imitating sentence in English to make students know with the English words. In addition, it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries. Poplack (1984) suggested that to employ intra-sentential switching it requires sufficient knowledge of the grammar of both languages. So that the more proficient speaker is in both languages, the more speaker is able to switch within clauses or sentences. The examples of intra-sentential switching:

“Pekerjaan Rumah tentang, *Direct and Indirect sentences* harus dikumpulkan senin”

“Tugas kamu bagus *but still not good enough* ada yang lain?”

“Kalau Ibu jelaskan tentang *Narrative text and Superlative text* you must see on your book”

“Ruly, itu menurut kamu pendapat kamu, yang lain, *do you have opinion?*”

“Kita coba beri sharing ya, *give me your opinion based on the text*, yang dari pidato tadi.”

Based on the examples who provide above, in both languages bound and mix together to create one single sentence. That is the existence of intra-sentential switching.

2.4 Factors Affecting of Doing Code Switching in Teaching English

English teacher often uses code switching in teaching English in the class. The teachers themselves commonly use code-switching in their native language or English depends on the factors that trigger the teacher to do code switching.

According to Chowdhury (2012), five factors of contributing code switching, they are described below:

2.4.1 Students' Language Competency

Every student has a different background to their own target language. It is related to students' ability or competency in using English as the target of the language (Jingxia, 2010). Target language means the language that is being taught as a second language (Davis, 2012). In the classroom who has low capability in learning English, it makes teacher to deal with cannot speak English all the time because students English ability is different. Moreover if the students' English ability is low, the understanding will also be limited since the vocabulary that is used by teacher is not fulfilled with English ability of students so that students will be lack of understanding about the lessons, tasks and teaching learning activities.

To connect with the previous information, Gunn (2003) states that, because tasks and activities must be kept delivered, particularly those with English lower competency, so the use of first language must be used and involved to ensure that the instructions are understandable. In line with that, students with the low English proficiency of the target language is better to comprehend it when the first language is involved (Tien & Liu, 2006). Therefore, this condition is triggered teachers to do code switching if students have a lack of English competence

2.4.2 Explaining and Translating the Unknown Terms

One of the factors that can cause code switching is when the teachers do not master English too much, for example translating and explaining English words or terms in English then switched into Indonesia. In the classroom, the emergence of new topics, concepts of lesson, terms and learning material must be delivered by teacher in detail. According to Herredia and Altarriba (2001), teachers who do not know the foreign language completely often doing of code switching to their conversation. It might be related to teacher English competency since the English language competency is about the extent to which a person can use four skills in English and as well as how far a person can understand language in context (Richards & Schmidt, 2002). So that, the one who often switches the language in the middle of sentence when forget a word immediately, in attempts to find a suitable word (Hamilton, 2011). Therefore, the teachers who tried to switch to first language because of they have lack of competency and difficulty in finding an appropriate words or terms when talking about a specific topic in English. Consequently, they use other languages to select words or terms that they think are more understandable.

2.4.3 Ease of Instruction and Communication

In order to communicate with students more effectively teachers may often employ code switching. To avoid the gap in communication because of learners and teachers are disconnected in communication due to

lack of competency in the English language. According to Cook (2001), by using first language is an important tool in communication for explanation and instruction. Similarly, Macaro (1997) declared that, teachers' first language in L2 class is considered helpful for giving instruction to perform activities in the classroom. Therefore, the way of code switching to the first language provides learners with a fast and efficient method to analyse and understand the instruction (Husain, 1995). It is seem as the way of teachers in avoiding the misconception or misunderstanding to what they are discussing about each other.

2.4.4 Maintaining Students' Discipline

Maintaining the discipline in the classroom is one of the reasons to contribute to do code switching especially in the large class. A study conducted by Fahmida (2007) shows that classroom management is concerned with maintenance of discipline by keeping friendly relationship between teachers and students in the class. Whereas, according to Ellis (1994), teachers sometimes prefer to use L1 to explain and organize assignments and even to maintain students' behaviour and discipline that will facilitate the whole classroom to be easier to handle with. Consequently, teacher prefer to build comfortable and a robust classroom by maintaining and controlling all students' behaviour and activities by doing code switching (Grant & Nguyen, 2017). So that when teachers used code switching can be practical way to cover the class which related to students' discipline, activities, behaviour and attitude or even plays as an

effective tool to facilitate in the class that teachers can employ through code switching.

2.4.5 Expression of Solidarity

By doing code switching can be a good way to express solidarity with the other speakers. People tend to use code switching in bilingual community to show solidarity. According to Holmes (2000), switch to another language as a signal of group membership and shared ethnicity within an addressee. It means that code switching may be used to express solidarity between people who have different background or have the same background group.

Moreover, a study found by Rihane (2007) showed that code switching possibly occurs when usually wants to express certain feelings and to students' attitudes. It is same when the teachers employed code switching in the classroom in order to build good solidarity, affection and intimacy between teachers and students and associate them in friendly relationship (Holmes, 1992). So that Sert (2005) stated, code-switching established as a supportive language environment in the classroom. Thus, in employing code switching in the classroom can be a good tool to express the feeling such as solidarity, affection, intimacy, responsibility, etc with each other during teaching and learning English.

2.5 The Function of Code Switching

In order to find out the function of code switching employed in teaching and learning process, the analysis is based on Gumperz (1982) that classifies the

discourse function into six classification, namely code switching as quotation, addressee specification, interjections, message qualification, reiterations, and personalization or objectification. The further explanations are explained and described as follows.

2.5.1 Quotation

The function code switching as quotation means, switching is used by speakers in terms of direct and reported speech. Commonly, the speech of another person which is being quoted in a conversation will be in a different language. Here quotation is used when, for example: person A wants to report something news that has said by person B. Person A is talking in English but also inserts the reported words of person B in Indonesia. Additionally, speakers also quote or say well-known expression which relate to what they discuss about. Just like, *“Jika kamu bermimpi saja tidak cukup, it’s nothing, unless you do then make it happen!” seperti yang dibilang oleh Rich Brian.*

2.5.2 Addressee Specification

Code switching can be used also to specify an addressee as the recipient of the message what the other speaker delivers the message. The functions means is to draw attention to the fact that the recipient is invited to participate in the exchange of information in order that not monotonously during the conversation. For instance, teacher says: *that is traditional clothes in Indonesia, ‘do you know Blangkon’?*. Consequently, the teacher points toward to the students by asking a question, with the

expectation, students can get involved and participated into the conversation.

2.5.3 Interjection

Interjection is one of the functions of doing code switching. Code switching functions served to mark an interjection or sentence filler (Gumperz, 1982). In this case, a sentence from one language is inserted or injected into another language (Gumperz, as cited in Romaine, 1994). Interjections cannot be found in the full sentences but it can represent the whole meaning of the sentence. By switching to another code, the speaker is trying to give some instruction or even ask the other to do something about the discussed topic. For example: one says: *no, nggak usah di tulis soal nya langsung jawaban nya saja*.

2.5.4 Message Qualification

This kind of function of code switching means that the switching in one code is employed as qualifying message to the main message conveyed in another code. Shortly, code-switching for the message qualification is when the topics introduced in English and then commented or further qualified in Indonesian language or vice versa. For example, one says, “*if you finish write your own vocabulary you share with your friend, agar kosa kata yang di dapat semakin banyak karena kalian saling berbagi*”. In this example the topic of children in introduces first in English then clarified the main topic in Indonesian language.

2.5.5 Reiterations

Reiteration is also called as repetition. Code switching commonly reiterates what has just been said (Gumperz, as cited in Romaine, 1994). On the other word, clarifying or repeating the definition in one code either in literally or in a modified form. It means to clarify what is said or emphasize a message. By applying repetition in the hope that, it is for avoiding the misinterpretation of the English students about the lesson. For instance, “*what material did we learn last week*”, then repeated again by using first language, “*kemarin kita pembahasannya tentang apa?*”

2.5.6 Personalization or Objectification

The function of code switching can be used to mark personalization or objectification. By switching to another code, the speaker tries to express his knowledge or expertise about topics discussed, whether the statement reflects personal opinion or knowledge, whether it refers to authority of generally known fact. For instance, “*the teacher explains: Kalau subject she, he it, the verb must be added atau ditambah – s/es, got it?*”. Its example showed that it includes both personalization or objectification functions because it reflected the knowledge and general fact.

2.6 The Benefits of using Code Switching

In doing code switching in the classroom, obviously has the positive aspects for doing the code switching to the students. The study found that there are three benefits of applying code switching the classroom, namely: create relax

classroom atmosphere, strategy for poor English students and pedagogical function (Metila, 2009 & Bautista, 1996). They are described below.

2.6.1 Create Relax Classroom Atmosphere

By applying switching the language in the classroom it can make classroom more lively and effectively. Because according to Metila (2009), code-switching helps increase class participation by creating a relaxed classroom atmosphere that allows students to perform better. Whilst, code switching can change the atmosphere of a classroom from too formal to informal so that it helps in interaction and discussion in the class (Bautista, 1996). As the result, process of learning English can run smoothly because of the provision of code switching to bridge the learning process to be more active and effective so that students and teachers can connect one another.

2.6.2 Strategy for Poor English Students

In teaching English, the proficiency of students should be realized by teachers. Due to the mastery of English between students and teachers is different. Therefore, code-switching is a simple strategy used by teacher for students with poor English language use (Bautista, 1996). In order to students and teachers can communicate easily as long as in the classroom, code switching is provided by teacher as strategy or tool for learners who have lower English ability who want to learn English by switching the language in the classroom.

2.6.3 Pedagogical Function

The teacher often employ code switching as a pedagogical strategy in learning where used to explain cognitively difficult or new concepts. Similarly based on Metila (2009) declared the use of code switching fulfills a pedagogical function when making challenging subject matter understandable to students. In other words, by using code switching in the classroom appears to be beneficial as it helps in explaining abstract concepts, defining difficult terms to students, to make learners understand about the lesson content, it also helps the students seek for clarification about the materials and helps the students to bridge communication gaps in the classroom.

2.7 The Disadvantages of using Code Switching

On the other hand, even if there are benefits aspect of doing code switching there are also disadvantages aspect on the use of code switching. According to Cook (2008), there are two disadvantages in employing code switching in the classroom. The disadvantages are described below:

2.7.1 Students Become Poor in Interaction in L2

Learners may have problem in communication and interaction in the second language since they are not quite competence in L2. However, if it is too freely given by the teacher to make students communicate and interact in L1, it will give them disadvantage. According to Atkinson (1993), L2 teachers and learners should only use L2 in the classroom that is based on the idea that getting a little input is better than learning L1.

Thus, teachers should at least use the second language in the class in order to make students familiar with the English language learning. Besides that, even if teachers always use of L1 in classroom, it gives the students more comfortable setting in which they are able to speak freely with no strict rule English-only policy. But, if teacher mostly used L1 in L2 classroom, it showed that sign of laziness to use English, sloppiness and other weaknesses during teaching and learning process (Sridhar, 1996) or even lack of English competency (Brown, 2006). Therefore, due to students are exposed through switching to another language by teachers in the class, then it makes students lazy to try to speak English, lack of competence in interaction and communication in English since the teachers often employ and use code switching to another language or the L1.

2.7.2 Do not Give Input in L2 Learners

Input is a central aspect of learning a second language. In learning a new language the learners are expected to get the more input of the target language as the final result of learning the language. According to Dulay et. al. (1982), the quality of the language environment is very important for the success of learning a new language. Additionally, input should be linguistically and cognitively accessible to them. No individual can learn a second language without language input or some sort (Gass, 1997). Therefore, in order to gain the more input learners must be blend with the situation or environment who in it, especially with a very limited exposure

of the second language by switching the language all the time by the teachers it might be possible to get very limited input.

2.8 Previous Related Studies

The researcher found some studies which are related to the use of code switching in teaching English to young learners. The first study was from Khaerunnisa (2016) entitled “An EFL teacher’s code switching in a young learners’ class”. The objectives of the research were to analyse the teachers’ types of code switching and its functions in teaching learning process. The result of this study indicated that when teaching English, researcher did a code switching with three types of code switching (1) inter-sentential, (2) intra-sentential, and (3) tag switching, which functioned as media as a way to deliver material explanations clearly, as a strategy to deliver clear task instruction, to give encouragement and the way for the disciplining the students. The difference between the previous study and present study was on data collection. The previous study used 4 methods while researcher used 2 methods. However, the similarity was to find out and analyse the types of code switching in teaching English in the class.

The second study was written by Song and Lee (2019) entitled “The use of teacher code-switching for very young EFL learners”. The aim of this research was to examine the relative effects of teacher code-switching on the vocabulary learning of EFL pre-schoolers, along with the pre-schooler’s preference for English-only or L1 use while learning English. Moreover, the result of this study regarding the relative effectiveness of code switching and English-only instruction on vocabulary learning pointing that to a greater effectiveness of using code

switching than English-only instruction. This result thus lends weight to the optimal position and suggests that the pedagogical value of using a students' L1 should be explored further. However, the difference between the previous and the present study was that the previous study used questionnaire as one of data collection but the present study used observation and interview. Whereas, the similarity between the previous study and the present study was that they both investigated teachers who taught young learners.

The last study was from Yataganbaba and Yildirim (2015) in research entitled "EFL teachers' code switching in Turkish secondary EFL young language learner classrooms". This study aimed to investigate an EFL teachers' code switching from English to Turkish in their classroom discourse. This research found that the teachers did inter-sentential code switching especially in terms of typology in their discourse. Additionally, the result showed the teachers used code switching for 20 different purposes and they used code switching mainly for translation, meta-language, asking for equality, giving instruction and classroom management purposes. However, there were differences between the previous and the present study from data collection and participant. The previous study used video recording or video camera as one of data collection, and from the previous study took three English teachers as the participant. Whereas, the similarity between the previous and the present study was using interview as data collection.