

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter shows several theories that are related to this research. The discussion covers: theoretical Framework, previous Research, conceptual Framework. The detailed explanation is described in the following sub-headings.

#### **1.1 Theoretical Framework**

##### **1.1.1 Linguistic**

Linguistics means the study of language. The word linguistics comes from the Latin word *lingua* which means language. People who are experts in linguistics are called linguist (Muliastuti, 2014). Linguistics is often also called general linguistics. Some of the terms became the terms used in linguistics. According to Saussure (1916), in his book called *Cours de linguistique generale* the terms are *langue*, *language*, and *parole*. *Langue* means certain language as in the Indonesian phrase, Bahasa Indonesia Java, and so on. *Language* means language in general, like contained in the sentence humans have language, animals do not have language. While *parole* is a language in its form which real, concrete, that is in the form of speech. Mauliastuti also stated that *langue* refers to a particular language system that exists in the mind of a person called “competence” by Chomsky. Wardhaugh (2006) said that linguistics focuses on explaining on linguistic parts like sounds, syllables, words, sentences, and language. In addition, linguistics

can also be classified by purpose such as pure linguistics and applied linguistics. Pure linguistics studies language in general purpose to provide a description of the language in order to get an idea about aspects of language such as phonology, morphology, syntax and semantics. the code switching is an act of inserting a word, phrase, or passage into a long conversation into another language (Brown, 2007). From those statements can be conclude that code switching is part of the linguistic.

### **1.1.2 Code Switching**

The users of code switching are bilingual and multilingual community. Principles of Language Learning and Teaching. When bilingual or multilingual of two or more discourse in language the often disable to translate a word in level of a sentence constitute or even a word (Poplack, 2001). According to (Junaidi & Majid, 2019), scholars have considered that code switching is an unqualified use of language in 1940s and 1950s. However, more scholars were approved code switching to be a normal and natural result from bilingual and multilingual language users in 1980s. With theory of linguistic, code switching can occur in form of word, phrase, and sentence (Zainuddin, 2016). In word level is when changing word by word into different language. Phrase levels is conducting more than one word to switch the language, while sentence level is switching in all of word, phrase, and clause (sentence) level. Sentence level in code switching is basically just change the whole sentence but not the expression. The definition of traditional code

switching is switching between different languages, dialects, and transitioning from formal to informal. In its use there are three types of code switching. Tags switching, is a type of element that easily found in language statement sentence and usually located in the beginning or end of the sentence. Intra-sentential substitution, is a switch within a clause or sentence, which occurs when there is a full sentence in another language that flanked by sentences in the first language. Inter-sentential switching, it is a code switching that where the language changing at the clause or sentence boundary, each clause or sentence is in one language or another. This type is rarely used because it need flexibility when speaking two languages at once in the form of complex clauses and sentences.

### **1.1.3 Factors of code switching**

Factors of code switching that associated with students specially bilinguals and multilinguals are the individual characteristics of the speakers, their language environment, the social status of their languages as well as the everyday usage of them (Anastassiou & Andreu, 2017). All of this factor has an opportunity to make students can guaranteed the language that they learn is appreciated in the community. Also, those factors can improve students' language learning result and general learning career.

Code switching has positive influence to the users. Support the communication between multilingual or bilingual, and not developed

language person. The influence of code switching for students are significantly helping in learning language. Helping students understanding the language lesson, by teachers using mother tongue can improve students' participation even for those who have trouble in catching up the language lesson (Memory et. al., 2018).

#### **1.1.4 The Context of Code Switching**

Code-switching's also occurs into classroom context where could be found in most of the subjects in an English class. Code-switching in the classroom must be found in the process of studying foreign language or second language (Maulidiyah et. al., 2020). For example, is through an English classroom interaction, in which English as the second or even foreign language, are consequently switched with the first language. It means that in the classroom context, code-switching can be performed by any participant. Jarvis & Robinson (1997) stated that the student interaction is also a part of classroom context which the activities are answering and asking questions, making comments or response and conducting open discussion in the class. It means that all those contexts can be found in classroom interaction from both are the teacher and students. In this context is also possible which code-switching will occur in communication between the teacher and students.

### **1.1.5 Students in English Language Teaching Classroom**

English language becomes common language between speakers whose native languages are different. Many countries increase demanding for teacher of English as a foreign language. Each country wants to improve the quality of English so they will not leave behind in the current development of science and technology. Quality of English can also enhance economic, social and educational fields in global relationship. Students in ELT needs involve vocabulary, grammar and language skills-based teaching covering reading, writing, listening and speaking as well as pronunciation (Ulum, 2015)

## **1.2 Previous Study**

The first previous research that is used by the researcher is *The Use of Code-Switching in The EFL Classroom of First-Grade at Junior High School* by Mauliddiyah et al., (2020). This research aims to observe the code switching which occurs in English class by students or a teacher. This research was conducted to find out in what context do code-switching take place in English class. The data in this research was analysed qualitatively and through several stages. As the results, from the data of the analysis showed that the use of code-switching in English class was success, because of the interaction of teachers who always encourage and help students by doing code-switching in certain contexts of the classroom.

The second previous research that is used by the researcher is *Factors Associated with the Code Mixing and Code Switching of Multilingual*

Children: An Overview by (Anastassiou & Andreu, 2017). This research aims to review the theories regarding the code mixing and the code-switching techniques the multilinguals employ when they use more than one language during their speech productions as well as the factors that may affect these subconscious choices on behalf of them. The conclusion is factors of code switching that associated with students specially multilinguals are the individual characteristics of the speakers, their language environment, the social status of their languages as well as the everyday usage of them. the difference from both researches, this research only focusing findings factors and context that influence students.

### **1.3 Conceptual Framework**

From those the researcher will improve the research about The Analysis of Factors That Influence Students to Use Code Switching in Delivering Utterances. The first previous research is about what context that influencing student to practicing code switching. The second previous research is about what all the reason and factors that provoke student to use code switching while learning in English language classroom. Those previous studies give much input in conducting the research because they have the same topic so that the researcher will be able to improve the research about the analysis of factors that influence students to use code switching in delivering utterances in English class.

*Figure 1.1 Conceptual framework*

