CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researchers will discuss theories that support research on code switching which is divided into Theoretical Framework, Previous Studies, and Conceptual Framework.

1.1 Theoretical Framework

2.1.1. Sociolinguistics

Code switching is a major theme in this study, which is part of sociolinguistic research involving the relationship between language and the context in which it is used (Holmes and Wilson, 2017). Sociolinguistics actually focuses on how language is used, so the role of sociolinguistics is to manage language according to its function in society.

2.1.2. Bilingual

Bilingual is the use of two languages by a person or language society in communicating. Chaer (2004) argues that bilingual is the use of two languages or two codes. Many Indonesians speak two languages, and they are called bilingual (Jendra, 2010). By using code transfer into the realm of bilingual.

2.1.3. Code Switching

Code switching is one part of common linguistics that is not bound to a single language. Its meaning this general linguistic can be more than one language in its use. Meanwhile, in simple terms, code

switching is defined as a transition in which there is a transition in which there is a transition from one code to another. Code switching consists of two parts, namely the root word meaning 'move', while code means 'one of the variations in the language state'. Thus, etymologically, code switching can be interpreted as switching or switching from one language variation to another. Code switching is the use of language or the code still supports its own function according to the content (context) it suppresses (Suandi, 2014). So in other words, code switching is a transition with the move from one code to another according to the context of a language variation to another.

In code switching there are interactions that occur within the class. According to Inah (2015) interaction includes the word "inter" which means between and "action" which means activity. Interaction is a reciprocal activity, besides interaction is also referred to as a manifestation of communication, because without communication there will be no interaction.

There are two interactions that occurs namely:

1. Teacher interaction $\longrightarrow$ student

    This interaction can occur when the teacher delivers the material or communicates with the students.

2. Student interaction ⟶ student

Student interaction with students can occur when communication in class takes place in the form of conversations with deskmates or conversations with friends from other classes.

Such an interaction in code switching can be the basis that in the class requires interaction in order for code switching and can be classified into types of code switching.

2.1.4. Types of Code Switching

A. Type of Grammatical code switching

Grammatically classification of types of code switching focuses on where the occurrence of code redirects in one sentence or utterance as follows.

1) Tag switching, is a type of element that is freely contained in the language of a question or statement sentence that is usually located at the beginning or end of a sentence.

Examples: *Hadiahnya bagus sekali* "thanks".

　　　　　　"Gracias" very nice gift

2) Intra-sentential Switching, where the switching occurs inside the clause or sentence limit. Occurs when there is one full sentence in another language flanked by sentences of the main language.

Example: *"Ini motor lama".* But the engine still feels like new. *"harganya pun tidak terlalu mahal".*

3) Inter-sentential switching, where language changes occur in clauses or sentence limits, intercalyptic code switching occurs when a speaker pronounces a clause in one language, and then one uses a different clause in a different language. The utterance consists of two different sentences in two different languages. This type of code switching is very rarely used because it takes flexibility in speaking to speak two languages at once in the form of complex clauses and sentences.

Examples:" *Matamu bagus*, I like it"

"*Tulisanmu sangat rapih*, I'm glad to see it"

B. Types of contextual code switching

The classification of types of code transfers contextually which focuses on the basis that encourages code redirection as follows.

1) Situational reasons are code redirects that occur due to changing situations, such as the background, topic, participant, and purpose of the interaction. Situational code switching occurs when a situation changes which causes bilingual switching from one code to another (Jendra, 2010).

Example: Code switching from Indonesian to English due to the presence of a native English speaker friend.

Agus   :*Menurutku, semuanya karena mereka tidak tahu bertahan*

De,…

Mark   :Hi, Agus

Agus   :Hallo, how are you Mark?, Mark, this is Made, our

friend from Mataram.

Made   : Nice to meet you Mark.

Mark   : Nice to meet you too.

What are you two talking about?

Agus   : Well, here we can... Mark, can you help us?

Based on the conversation above, it can be seen that Agus switched from Indonesian to English after the presence of a third person, Mark. Substitutions occur because of new players. In short, contextual code switching occurs when a change of context causes participants to switch their code from one code to one situation and another situation to another.

2) Metaphorical code switching occurs when there is a topic change that affects the use of different codes. Codes are always changing because of the topic that depends on changing perceptions; formal to informal, official to personal, serious to funny, and courtesy to solidarity (Jendra, 2010).

The following is an example of a short dialogue that illustrates the occurrence of metaphorical code switching from English to Indonesian affects serious dialogue to be a little funny.

Made   :Where do you want to take it... Yes it's where we used to mincing (fishing), and we drank, sang, had a good time, ok

Ali   :And, that's where we surf, berenang…terus, kita jadi *pusing-pusing (merasa pusing) dah…ha,ha,ha…*

Made   :Are you coming along, Jim?

Jim   :Alright then.

Based on the above conversation, the transition occurred due to a change in theme. The first topic talks about the activities that can be done there. Then he changed his language to Indonesian and kept saying that *kami semua pusing...ha...bercanda*.

In short, metaphorical code switching occurs when the speaker switches from one language to another without indicating a change in circumstances, the change of subject entails a change in the use of language. Metaphorical code switching involves only changing thematic emphasis.

2.1.5. English Class Students

English class students are students who are studying in the classroom to learn learning materials related to English. The purpose of holding an English class is to support students so that they can increase knowledge, socialize and communicate with others, build student potential and student creativity in absorbing the material provided. Learning is a process of behavior change thanks to experience and practice. This means that the purpose of the activity is a change in behavior, whether it concerns knowledge, skills or attitudes and even covers all aspects of the organism or person (Djamarah dan Zain, 2010).

1.2 Previous Studies

Junaidi and Majid (2019) found that are students who were allowed to do code switching in the classroom were better able to communicate their knowledge about the subject to their classmates and teachers. In immersion programs that do not allow or understand code switching, children often stop in the middle of a sentence or say that they do not know the answer to a question (when they may know the answer but do not have an English vocabulary). In short, if the goal is to clarify the meaning and provide knowledge to students more effectively, code switching can be a useful strategy in class interactions.

The second study which was done by Sahrawi, et al. (2019) found that are showed that there were three types of code switching used by students, namely inter-centential code switching. The speaker uses this type to clarify previous talks. While the second type is intra-code switching. This type is used by students in communication where the purpose of using this type is to limit the sentences delivered. The last type is switching tags where the use of this type is the type that appears the least in research. The speaker uses this type to perform the emphasis of the spoken sentence.

The third study which was done by Muin (2011) found that are code switching can be used as a communication strategy, because if the speaker cannot express his ideas in the target language, he can merge into another language to keep the conversation going. There are three kinds of code switching according to Poplack and Romaine's theory: tag switching, intra-sentential switching, and inter-sentential switching. This type is very often used by speakers. Finally, inter-sentential switching, meaning that the speaker makes a sentence and then creates a language equivalent. On the other hand, it translates into other languages. This kind of code switching was very rare at the time. The author estimates, because most learners try to practice their English in the country.

The fourth study which was done by Amaliani (2020) found that are results of research implications for Indonesian learning in high school can be used in Indonesian learning in high school on the speaking material conveying offers and approvals in the negotiation text, because conveying

offers can use their own language or use two languages they master, so that code switching and mixing codes can be applied in it.

The fifth study which was done by Thesa (2017) found that are the answer to the three problems studied. Research problems include (1) What type of code switching is used via WhatsApp by KNB students from UNS (2) What factors cause KNB students from UNS to use code switching (3) What is the function of code switching in conversations via WhatsApp by KNB students from UNS.

1.3 Conceptual Framework

In this study, the researcher used the concept framework applied in the study focusing on communication and language code switching. The method of recording and note-taking which aims to find strategies and types of code switching in one class. In this study, researcher will conduct research by classifying students by gender to determine the type of code switching, namely 3 male students and 3 female students. The following is a conceptual framework used by researcher.
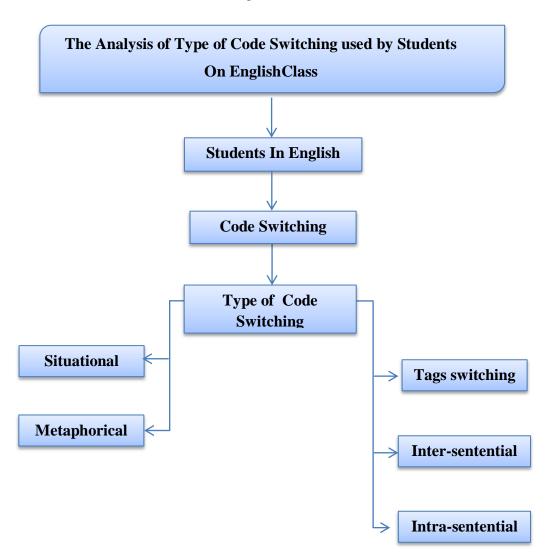
Table 1.1 Conceptual Framework

The Analysis of Type of Code Switching used by Students On EnglishClass

Students In English

Code Switching

Type of Code Switching

Situational

Metaphorical

Tags switching

Inter-sentential

Intra-sentential