CHAPTER 2
LITERATURE REVIEW

This chapter presents a brief explanation of some theories and previous studies that support the research. The theories are related to the concept of sosiolinguistics, billingualism and multilingualism, and how code-switching can be used in the learning process.

2.1 Bilingualism

Bilingualism is defined as an individual's capacity to communicate in more than one language. Bilinguals are people who have a need to communicate in two languages. In everyday life, they speak two (or more) languages. The existence of civilization may lead to bilingualism. That is, bilingualism develops as a result of the language used as a medium of communication. According to Wardhaugh (1992), "bilingualism is the ability to use two languages. Such persons are likely to be immigrants, visitors, or children of 'mixed' marriages and in that respect are 'marked' in some way, and such marking is not always considered good" (p. 96).

There are many different interpretations of the definition of bilingualism among researchers and educators as it depends on which we approach this phenomenon. Grosjean (1998) defines that bilingualism is regular use of two languages, while according to Haugen (1953) stated that bilingualism is an individual condition when he or she starts to own the ability to create meaningful statements in two languages. In terms of proficiency in acquiring two languages, equal proficiency in both the native and second language is usually uncomon. Typically, when an individual has an increased proficiency in one language compared to other, we called unbalanced bilingualism, it is the most common type. However, it is important to say the native language is not always stronger than their new language. To sum up, the proficiency and fluently are depend on how much their interaction with the language.

2.2 Code-switching

In sociolinguistics, code-switching refers to language shifting, which is the tendency of bilinguals to switch from one language to another while conversing with another bilingual. Furthermore, some experts argue that the perfect bilingual uses code-switching. Other researcher, such as Indah Puspawati (2018), argue that "code-switching is a result of bilinguals' linguistic incompetency, which could it English speakers may switch to their native tongue if they forget English vocabulary or are confused about the English expression they want to use. As a consequence, code-switching can be used by someone who is having difficulty with one language and wants to switch to another.

Herk (2012) defines "code-switching refers to instances in which people alternate at least two languages or language varieties in a single conversation (across sentences or clause boundaries)" (p. 370). Code-switching occurs when a bilingual moves from one language to the other in a single utterance through sentences or clauses, according to Herk's definition. For example: *"Today we are going to learn about Narrative Text, jadi silakan kalian baca dulu contoh teks yang ada di buku ya!"* This example showed that the speaker switched the language from English to Indonesian by saying, *"...Jadi silakan kalian baca dulu contoh teks yang ada di buku ya!"* It can be replaced in English sentences with the following: *"So please read the example of text in the book first, okay?"*. Thus, the speaker has switched the language in a single conversation across sentences.

Poplack (2004) proposed different types of code-switching. Poplack aims to classify types of code-switching according to the switch's scope. the types of switches can be divided into three types textually. The three types of switches, including: a) Tag switching. Tag switching is a type that belongs to the free element unit contained in the language of a question or statement, which is usually located at the beginning or end of a sentence. Tag switching, according to Mabule (2015), as cited in Masna (2020), is "the insertion of tag elements from one language into a monolingual discourse in another language" (p. 343). This type of code-switching normally occurs at boundaries as a way to highlight the message,

keep the audience's attention, and move the action ahead (Hamers & Blanc, 2000, p. 259). For example like " *Jawaban kamu sudah benar semua*, great!". b) Intra-sentential switching. This is a type of switch that occurs in the middle of a sentence and is also known as code mixing. This type of transition seems to involve specifically the principles that govern how the syntax and morphology of the two languages interact and are accordingly adopted only by bilinguals with a high level of fluency. For example, "*ini lagu lama, tahun 60an*. It's oldies but goodies, they said. *Tapi masih enak kok di dengerin.*". c) Inter-sentential switching. Inter-sentential switching occurs between clause or sentence boundaries, where each clause or sentence is in one language or another. Switching between sentences can be considered to require greater fluency in both languages than tag switching. Most speech must conform to the rules of both languages. For example "You know when I went to school yesterday, *saya melihat orang-orang ramai sekali di jalan, mungkin lagi ada acara kota.*"

Code switching in certain situations has its own functions. With the proposed functional model, Appel & Muysken (2006) mention that there are six functions of code switching. Code switching functions including: (1) Referential function. This is a type of code-switching that involves a lack of knowledge or proficiency in a language. This function of switching occurs because certain topics are considered more suitable for discussion in one language. In this case, the speaker's inability to find certain concepts or words in the language causes them to code-switch. This is a transitional function that is related to the topic and occurs with the awareness of bilingual speakers. (2) Directive functions. This is a code-switching function that involves directly involved participants. This is a code switching function that aims to include or exclude certain people who are present in some conversations. (3) Expressive function. This is a code switching function that speakers use to emphasize identity by using two languages on the same topic in a conversation. (4) Phatic function. This is a code switching function where code switching is used to indicate a change in tone and emphasize important parts of the conversation. (5) Metalinguistic function. This is a code switching function that is used to comment on other languages, either directly or

indirectly. (6) Poetic function. This is a code switching function which involves switching Words, puns and jokes in one language to another for entertainment or entertainment purposes.

2.3 Advantages and disadvantages in using code-switching in classroom

Code-switching is a common phenomenon in language classrooms. In the classroom context, code-switching seems to be used by both learners and teacher because it is considered a natural and purposeful phenomenon that facilitates communication in learning process (Puspawati, 2018). In english as a foreign language classroom, teacher sometimes use their mother tongue in the teaching and learning process. According to Swain & Lapkin (1998), the use of first language can help vocabulary acquisition and memorization in the target language. In addition, using the first language in the classroom as a translator strategy can help both teachers and students avoid mistakes in translating the target language. During learning, code-switching made students feel more confident and comfortable because it relieved students' stress by allowing them to switch to L1 when they did not have an idea of how to say it in English so they could follow the lesson better (Naha et al., 2018). It showed that code-switching could be used as an alternative strategy in delivering a lesson in the classroom.

Besides the advantages of using code-switching as an alternative strategy for communicating, the use of code-switching also has some disadvantages for students. According to Sibarani (2019) the use of code-switching can encourage students not to learn English maximally because of the minimal use of English, it can also causes students to lack vocabulary mastery. The more teacher use English, the more students will experience English itself, so students will understand English better. It is also supported by Nurhamidah et al. (2018) said that the target of language teaching, being afraid, will be shaded by the existence of the L1. Although code-switching is an essential component of foreign language education, there must be instruction for conducting code-switching. Jacobson (1983) proposes criteria for code-switching instruction in the classroom, (a) the

distribution of languages must be 50/50; (b) the alternation must be unintended, and; (c) the alternation is for the sake of the learning goal.

2.4 Code-switching as a communication strategy in EFL classroom

English in Indonesia is positioned as a foreign language. For most people in Indonesia, being able to communicate using the target language is the main goal of foreign language learning (Soler, 2008). However, to communicate in the target language is often seen as a major problem in foreign language learning. This problem is caused by the lack of communicative competence in a foreign language (Dornyei, 1995). Yule (2010) defines communicative competence as "the general ability to use language accurately, precisely, and flexibly" (p. 194).

In communicative competence there is a so-called strategic competence related to the ability of learners to overcome communication problems by using systematic strategy methods or known as communication strategy. Communication strategy are used to compensate for the lack of competence of the speaker in foreign language communication. Dornyei (1995) notes that communication strategies will ultimately improve communication effectiveness. Thus, the communication strategy has become an important topic for EFL learners and teacher.

The term "communication strategy" was first introduced by Selinker (1972) in his paper on "interlanguage" as one of the five main processes which are responsible for production of interlanguage errors by EFL learners. According to Dornyei (1995) Communication strategy is "a systematic technique used by a person to express meaning when facing some difficulty." Meanwhile, Tarone (1981) described the communication strategy as a systematic effort by the learner to express and interpret messages in the target language. Therefore, communication strategy can function to compensate the Minability of speakers and listeners in the target language being learned.

In all educational systems, the language of instruction has profound effects. The language of instruction can be a problem if the content being taught is not the learner's first language. For instance, learning English might be more difficult for most students in Indonesia because their first language is not English. Therefore, supplementing English with another language which the learner is acquainted with can lead to a better understanding of content being taught (Nyambura, 2015). Since Oxford (2003) includes it as one of the components in the development of the communicative competence concept, a strategic competency in communication is very important and well acknowledged in EFL learning. The term strategic competence in this context refers to a communication skill, both verbal and nonverbal, that can increase the effectiveness of communication and help learners overcome their obstacles when communication breakdowns occur. Code-switching can also be used as a strategy to extend bilinguals' competence. For instance, Mirhasani & Jafarpour (2009) indicated that code-switching could be used as a communicative strategy that may lead to earlier language proficiency. In addition, Nilep (2006) defined code-switching as a communicative strategy used by bilinguals, and he viewed code-switching as strategic competence.

2.5 Study of the Relevant Research

There are a lot of studies investigating teachers' perceptions towards the use of code-switching in class. The first previous study related to code-switching was conducted by Leonak in 2018 entitled 'Teachers' Beliefs and Perceptions of Code Switching in English as Foreign Language Classroom' using the quantitative research design and questionnaire as the data collection technique has revealed that the teachers applied code-switching to serve pedagogical aims and to facilitate the EFL teaching and learning process. As a result, they used code-switching when explaining difficult words, encourage students' participation and managing and organizing the classroom.

Another research conducted by Wiguna & Adriyanti in 2022 entitled 'English Teachers' Perceptions and Strategies towards the Use of Code-Switching in Teaching EFL Young Learners' by using mix method design as a research method and questionnaires and interview as the research instruments to obtain the data from 5 English teachers of SD Lab Undiksha. The finding showed that teachers had positive perceptions towards the use of code-switching in class. Relating to the strategy, the results revealed that the teachers usually did code-switching whenever they introduced or say English vocabulary that were considered new or difficult for the students. The research indicated that code-switching was implemented in order to ease the students in understanding the target language.

The studies above have several differences, such as the research context, the theory used, the research participants, and the research methodology. Moreover, the in-depth investigation of EFL students' perception of the use of code-switching as communication strategy in EFL class. Therefore, the researcher conducted this study to investigate the perceptions of English teachers in a high school in Tasikmalaya, Jawa Barat, toward the use of code-switching in a learning process in EFL class using the different research participants, methodology, and theories.