CHAPTER II

THEORETICAL BACKGROUND

This chapter elaborates the theories of some experts that support the research conducted. The theories become the basis and orientation for the researcher to conduct the analysis. This chapter is divided into three sections. The first section describes the theoretical studies that consist of description of bilingualism, description of code-switching and code-switching in EFL classroom. The second section tells the study of previous research that has relevance with this research. The last section is the description of the framework.

A. Theoretical Studies

1. Description of Bilingualism

a. Definitions of Bilingual and Bilingualism

The term of bilingualism comes from a word 'bilinguals' that defines as people who are able to speak more than two languages. According to Appel, René and Pieter Muysken (2005:3), "Somebody who regularly uses two or more languages in alternation is a bilingual." Macnamara (1967a) as quoted by Hamers, Josiane F. and Michel H. A. Blanc (2000:6) state, "A bilingual is anyone who possesses a minimal competence in only one of the four languages skills, listening comprehension, speaking, reading and writing, in a language other than his mother tongue." It means, bilingual is someone who is able to use at least one of language skills, such like listening comprehension, speaking,

reading and writing in a language other than their mother tongue or first language.

In all bilingual communities, they switch between first, second or foreign language. They usually tend to practice or mix the languages they master in their communication. Weinreich, Uriel (1953) as quoted by Appel, René and Pieter Muysken (2005:3) state, "The practice of alternatively using two languages will be called here bilingualism, and the persons involved bilinguals." From the definition above, it can be concluded that bilingualism is the use of two languages by a same speaker in his or her social life.

b. Bilingualism in Several Contexts

Bilingualism can occur in several contexts in human life, such like in marriage, visitation, job hunting and English as a foreign language (EFL) classroom.

1) Bilingualism in Marriage

Bilingualism in marriage is happened when the multiculture family has children. For example, an Australian tourist who marries a Balinese woman will have the children who will speak one or more languages, those are Balinese language and English. That family considers as a multiculture family consisting of two nations. Based on that situation, according to Giles *et al.* (1977) as quoted by Appel, René and Pieter Muysken (2005:11), "Language is not only an

instrument for the communication of messages. This becomes especially clear in multilingual communities where various groups have their own language." It means, language is a medium to unite the bilinguals, multilingual or multicultural communities who have their own language.

2) Bilingualism in Visitors

Bilingualism can occur in visitors. They become bilingual since at least they learn and use a target language to communicate to the citizens. That statement above is firmed by a statement from Wardhaugh, Ronald (2006:96),

> In many parts of the world it is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization.

It means, people use several languages to communicate to the other people in several places whether in their country or other country, and it can be beneficial for people to support their needs.

3) Bilingualism in Job Requirements

Most job requirements must be required that someone can speak a foreign language. It becomes important since their businesses are probably have been going world-wide or need other languages to use for trading or daily conversation.

4) Bilingualism in EFL Classroom

Students who learn a foreign language and the teacher who teaches English in classroom consider as the bilinguals since they have a mother tongue or first language and second language that used in their homes. When they learn English in the classroom, they are forced to speak English to do whole activities. These activities are not only done by the students, but also done by the teacher who conducts the EFL classroom.

c. Classification of Bilingualism

Bilingualism is classified into three types according to the cognitive organization. Weinreich, Uriel (1968) as quoted by Cantone, Katja F. (2007:5) underscores, "Three types: coordinate, compound and sub-coordinate bilingualism." The following describes the study of the types of bilingualism based on the cognitive organization.

1) Compound bilingualism

The first bilingual classification is compound bilingualism. According to Weinrich, Uriel (1968) as quoted by Cantone, Katja F. (2005:5),

> Compound bilingualism stands for an individual who learns the two languages in the same context and situation, so that two words (one in each language) have one common meaning and representation in the brain, thus creating an interdependence of the two languages.

It means, the two languages are learnt by an individual in the same context and situation, so one word can represent one meaning in his

brain. For example, an individual is brought up by his bilingual parents who have two different linguistic backgrounds, so he probably learns two languages in one situation. It can be simulated that the word *sendok*, or in English is spoon, has the same meaning between Indonesian language and Sundanese language.

2) Coordinate bilingualism

The second bilingual classification is coordinate bilingualism. According to Weinrich, Uriel (1968) as quoted by Cantone, Katja F. (2005:5) , "Coordinate bilingualism states an independency between the two languages. The individual learns the two languages in different contexts, so that each word has its own specific meaning." It means, the two words are learnt by individual in the different contexts, so that two words have own specific meaning. For example, an individual learns English and Sundanese in the school. It can be simulated that the word 'water' and *cai* are different language but has their own specific meaning.

3) Sub-coordinate bilingualism

The last is sub-coordinate bilingualism. According to Weinrich, Uriel (1968) as quoted by Cantone, Katja F. (2005:5), "Sub-coordinate bilingualism stands for one language is stronger and faster than the other one." It means, an individual learns two languages, one of them is learnt faster than the other one. For example, an individual who

learns Sundanese first than Indonesian, since his parents have Sundanese background, so he masters Sundanese more than Indonesian.

Therefore, bilingualism is defined as the practice of someone's ability to speak two languages while speaking, and it is categorized into three classification, those are compound, coordinate and sub-coordinate bilingualism.

2. Description of Code-Switching

a. Definitions of Code-Switching

Bilinguals often code-switching in their conversation. Appel, René and Pieter Muysken (2005:80) state, "Many bilinguals switch from one language to the other in their interaction." It means, people who are able to speak more than one language may switch one language to other language since probably hard to point the appropriate words, phrases, clauses or sentences. Furthermore, Wardhaugh, Ronald (2006:101) states,

> People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code-switching*.

It means, code-switching is a process when people switch or mix code while speaking whenever they choose to speak. In brief, it is the process and conversational strategy in which speakers can switch the languages, varieties, dialects, or styles in the same conversation.

Code-switching is an alternation between two languages. Hymes, Dell Hathaway (1975) as quoted by Jendra, Made Iwan Indrawan (2010:74) says, "Code-switching has become a common term for alternate use of two or more language, or varieties of language, or even speech styles." It means that code-switching can be defined as the using of two or more language, varieties or even speech styles.

There is a term that almost similar with code-switching, it is code-mixing. This term emphasizes to the lexical items. As said by Pieter Muysken (2000) as quoted by Jendra, Made Iwan Indrawan (2010:78), "…the term code-mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence." From that quotation, code-mixing can be concluded that the lexical items and grammatical features from two languages arise in a sentence. Besides, Pfaff (1979) as quoted by Jendra, Made Iwan Indrawan (2010) states, "Conversational code-mixing involves the deliberate mixing of two languages without an associated topic or situation change." From this theory, code-mixing is a mix of two or more language that does not influenced by the change of topic or situation.

From the code-mixing definitions, it can be summarized that code-mixing is the practice of inserting lexical items and grammatical features in a sentence that does not influenced by the change of topic and situation.

From the definitions, the difference between code mixing and code switching is code-switching tends to the using of another language in form of phrase, clause or sentence in a sentence boundary, while code-mixing tends to the inserting of word from another language in a sentence boundary without the change of topic and situation.

b. Types of Code-Switching

Code-switching is categorized into two different classifications, namely grammatical and contextual. Jendra, Made Iwan Indrawan (2010:75) states,

> Cases of code-switching as above can be classified in accordance with two different classification we name here grammatical and contextual classification. The grammatical classification is based on where in the sentence or utterance the switching appears while the contextual classification is based on the reasons why a bilingual switches.

The types are considered to grammatical classification are tag-switching, inter-sentential switching and intra-sentential switching. Furthermore, Poplack (1980) as quoted by Romaine, Suzanne (1995:122) states, "There are three types of code-switching namely tag-switching, inter-sentential switching and intra-sentential switching." Tag-switching happens when a bilingual inserts a short expression from different language at the end of his utterances. Inter-sentential switching happens when there is a phrase, a clause or a complete sentence in a foreign language uttered in the dominant language. Intra-sentential switching happens when a word of a foreign language is found within the sentence in a dominant language.

1) Tag-switching

The term of tag-switching refers to a mixing involving an utterance and an interjection or tag. According to Poplack (1980) as quoted by Romaine, Suzanne (1995:122), "Tag-switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language." An example of tag-switching in the Tagalog-English

The proceedings went smoothly, *ba*?
The proceedings went smoothly, didn't they?

(Bautista, 1980, in Poplack, 1980, as quoted by Romaine, Suzanne, 1995:122).

The italic word 'ba' is a Tagalog tag that is inserted by the speaker in the end of his utterance.

2) Inter-sentential switching

The second type of code-switching is inter-sentential switching. Poplack (1980) as quoted by Romaine, Suzanne (1995:122) states, "Inter-sentential code-switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another." As an example from a Puerto Rican bilingual, he speaks Spanish-English

Sometimes I'll start a sentence in English *y terminó in espaňol.*
Sometimes I'll start a sentence in English and finish it in Spanish.

(Poplack, 1980, as quoted by Romaine, Suzanne, 1995:123).

Inter-sentential switching phenomenon occurs in a complete sentence such as the example above. The italic phrase of that complete sentence is a switching from English to Spanish.

3) Intra-sentential switching

The third type is intra-sentential switching. Poplack (1980) as quoted by Romaine, Suzanne (1995:123) states, "Here switching of different types occurs within the clause or sentence boundary." The example of from Tok Pisin-English

What's so funny? Come, be good. Otherwise, *yu bai* go *long kot.*
What's so funny? Come, be good. Otherwise, you'll go to court.

(Poplack, 1980, as quoted by Romaine, Suzanne, 1995:123).

This type includes a mixing within the sentence form. The word 'go' is an English word that lies in Tok Pisin sentence. So that utterance is considered to intra-sentential switching.

Beside the grammatical classification, there is also a contextual classification that is categorized into two types of code-switching namely situational switching and metaphorical switching.

1) Situational switching

This type of switching occurs when the language is changed according to the situation. Wardhaugh, Ronald, (2006:104) states, "It occurs when the languages used change according to the situations." It means, the participants speak the languages in one situation. For the

example two Sundanese house wives, Mrs. S and Mrs. H, are chatting about running water problem and one of them switches the language because of the presence of a Minang house wife who cannot speak Sundanese.

> Mrs. S : *Bu H, kumaha cai tadi wengi? Di abdi mah tabuh sapuluh nembe ngocor, kitu ge alit.* (Mrs. H, how about the water last night? In my house at 10 p.m. it was running, but it is a little.)
>
> Mrs. H : *Sami atuh. Kumaha Ibu N yeuh, 'kan biasanya baik.* (It is still same. How about Mrs. N, the running water is usually in good.)

(Chaer, Abdul and Leonie Agustina, 2004:109)

From the short dialog above, the first speaker, Mrs. S asks to her relation, Mrs. H, using Sundanese, and then Mrs. H responds and switches the Sundanese to Indonesian since the presence of the third person, Mrs.N. The underlined phrase points someone does a code-switching, she switches Sundanese to Indonesian in order to invite the third speaker to speak. That switching can be considered as a situational switching.

2) Metaphorical switching

A metaphorical switching happens when there is a change in the topic of conversation. Wardhaugh, Ronald, (2006:104) states, "When a change of topic requires a change in the language used." This switching depends on the topics of the conversation. For the example two employees, Mrs. S and Mr. M are chatting about an official letter to someone.

Mrs. S : *Apakah Bapak sudah jadi membuat lampiran surat ini?* (Have you composed this letter attachment?)

Mr. M : *O, ya, sudah. Inilah!* (Oh, yes I have. Here it is!)

Mrs. S : *Terima kasih.* (Thank you.)

Mr. M : *Surat ini berisi permintaan borongan untuk memperbaiki kantor sebelah. Saya sudah kenal dia. Orangnya baik, banyak relasi, dan tidak banyak mencari untung.* (Indonesian. This letter contains the request to fix the office. I have known him. He is kind, he has many relations, and he does not see any profits.) <u>*Lha saiki yen usahane pengin maju kudu wani ngono*</u> (Javanese language. If your business wants to fit, you must do it.)

Mrs. S : *Panci nganten, Pak.* (It is indeed so, Sir.)

Mr. M : *Panci nganten priye?* (How it is indeed?)

Mrs. S : *Tegesipun mbok modalipun kados menapa, menawi…* (I mean, how big the capital, if…)

Mr. M : *Menawa ora akeh hubungane lan olehe mbathi kakehan, usahane ora bakal dadi. Ngono karepmu?* (If you do not have any relations, and you see any profits too much, your business will not fit. Like that?)

Mrs. S : *Lha inggih ngaten!* (Yes it is, isn't it?)

Mr. M : *O, ya, apa surat untuk Jakarta kemarin sudah jadi dikirim?* (Oh, yeah, have you sent a letter to Jakarta yesterday?)

Mrs. S : *Sudah, Pak. Bersamaan dengan surat pak Ridwan dengan kilat khusus.* (Yes, I have, Sir. It is sent gathering with Mr. Ridwan's letter with special package.)

(Chaer, Abdul and Leonie Agustina, 2004:110)

From the dialog above, it can be concluded that metaphorical switching can occur when the topic of conversation is changed, it can be seen in the underlined sentence when someone speaks about someone's personality using Javanese informally. The two employees start chatting about an official letter by using Indonesian formally, but one of them switches into Javanese language to tell about someone personality informally, and then he switches the language again to ask

the official letter formally. Therefore, metaphorical switching may occur when speakers change the code as they adjust the topic of conversation.

From those explanations above, it can be concluded that code-switching is found more in bilingual or multilingual speakers and code-switching can be found in the one situation and context. In other word, if someone speaks Sundanese in the house and Indonesian in the school, the act of changing codes is not be classified as code-switching.

A bilingual or multilingual chooses a code depends on some factors. Jendra, Made Iwan Indrawan (2010:70) states, "In a bilingual or multilingual society, it is normal for the people to be in a situation where a choice between two or more codes has to be made." In the situation, the speaker should consider the hearer, language and where or when the conversation takes place. Code-choosing in bilingual or multilingual people is formulated by Hymes, Dell Hathaway (1964). The factors are formulated into an acronym namely SPEAKING. Hymes, Dell Hathaway (1964) as quoted by Jendra, Made Iwan Indrawan (2010:75) states,

> …eight factors that bilingual, multilingual, or monolingual people may consider when choosing a code. The factors were formulated into an acronym, namely SPEAKING, which stands for Setting and scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction, and Genre.

The setting and scene are the place, occasion, or natural situations that can influence the people in choosing the code. In this research, the setting takes place in the EFL classroom.

The participants are the people involved in the communication found in the setting. In this research, the participants are a teacher and his students. The teacher may code-switch in order to deliver a meaningful lesson to his students.

The ends are the goals or purposes that a speaker wishes to reach. The example, if a teacher speaks to his students before they leaves for home, he might want his students to do that. Thus, for different ends, speakers of a language often choose different code.

The act sequence refers to the order of a speech or a conversation. A formal explanation from the teacher is set carefully with an opening expression, followed with an introduction. The sequence in speaking is considered to the factor to consider.

The key refers to the manner, or the feeling of the message wished to be found in the conversation. It is also referred to the voice or manner of a speaker and the feeling may be sincere or modest.

The instrumentalities are referred to the forms of the speech whether someone wants to convey his utterances formally or informally. The norm of interaction is the contextual adjustment in using the code, such as allowing for interruption, using gestures, asking or doing eye

contact. The genre refers to the type of the utterances whether it is in the form of a poem, a proverb, or a lecture. The factors in choosing a code might be helpful to describe factors that influence other forms of language-contact phenomenon such like code-switching.

3. Code-Switching in EFL Classroom

Code-switching in EFL classroom is the alternation of using more than one code in the classroom by the classroom participants such as a teacher and the students, it is based on the situation occurred and some reasons. The main reason of teacher's code-switching is the status of the teacher is a non-native English speaker. It can be seen on some utterances that she often translates the previous clauses and sentences. As said by Péter Medgyes (2001) that a non-native English-speaking teacher often resorts to more translation in her attitude to teach the language. In teaching learning process, some reasons of teacher's code-switching are to clarify the meaning of her explanation or instruction for the students or to get a better understanding. That statement is firmed by Then, David Chen-On and Su-Hie Ting (2009:2), "Code-switching is a necessary tool for teachers to achieve teaching goals in content-based lessons involving students who lack proficiency in the instructional language." Furthermore, teacher does the code-switching to convey the meaning of the materials, according to Gumperz (1982) as quoted by Then, David Chen-On and Su-Hie Ting (2009:5), "The teachers' use of code-switching to convey meanings to

students." It means, code-switching can clarify a confusing meaning to an understandable meaning.

Code-switching can be classified into tag switching, inter-sentential switching, intra-sentential switching, situational switching and metaphorical switching. It can be occurred depending on the purposes such as the teacher wants to clarify the meaning of his or her explanation. For the example of code-switching in the classroom, a Malaysian teacher gives an explanation about passive voice form to the students,

> If you say 'I was graduated', some sort like, if I can say, '*Saya telah,* I was *digraduasikan*' or '*Saya bergraduan*', you say '*Saya bergraduan*' or '*Saya* graduated, I graduate, I graduated I *digraduasikan*, was graduated.'

(Ibrahim, Engku Haliza Engku *et al.,* 2013:5)

In the example above, code-switching English to Malay is used to clarify the meaning of the sentence 'I was graduated'. The teacher clarifies her explanation on the passive voice form. She hopes that her switching English to Malay makes the students understand the passive voice form better. Another example,

> So, this is the passive, *dia telah diberikan anugerah itu*. He has (been) given award.
> (Ibrahim, Engku Haliza Engku *et al.,* 2013:5)

In this example, the teacher introduces passive voice concept to her students. However, in explaining the concept, she switches English to Malay since she wants her students to understand passive voice better.

B. Study of the Relevant Research

This research is relevant with a research written by Ahlberg, Agneta and Ana Bogunic (2010) entitled A Study of Teachers' Code-switching in Six Swedish EFL Classrooms which concludes all teachers at the compulsory school code-switched when they translated difficult words, phrases and whole paragraphs from English into Swedish or used only the Swedish word when they believed that it would be too hard for the students to understand.

C. Framework

Bilinguals are often code-switching since they are able to use more than two languages in order to switch or to translate some difficult words, phrases even sentences. This phenomenon becomes usual since they do often switch or mix their languages among bilinguals.

The practice of code-switching in EFL classroom can exist when the teacher switches language based on the situation occurred and it is a common situation since both teacher and students have various abilities in mastering the target language. It is used for a lot of purposes. One of them is to ease students to understand the explanation or instruction given.

This research concerns on the code-switching used by English teacher in EFL classroom especially the types. Five types of code-switching, namely tag switching which involves an exclamation or a tag in another language than the rest of the sentence, inter-sentential switching which involves switching in form of phrase, clause or sentence in a sentence boundary, and intra-sentential switching which involves the insertion of a word in a clause or sentence which

the language is different, situational switching is used to change according to the speaker's situation, also metaphorical switching concerns to the situation that is influenced by the topic of conversation. Furthermore, a bilingual or multilingual chooses a code depends on some factors, the factors are formulated into an acronym, namely SPEAKING, which stands for Setting and scene, Participants, Ends, Act sequence, Key, Instrumentalities, Norms of interaction, and Genre.