Chapter Two

Literature Review

This chapter presents the explanation about code-switching in billingual community. The first subchapter presents definition about code-switching. The second subchapter presents about what factors influencing teacher's code-switching. The third subchapter presents the types of code-switching. The fourth subchapter presents code-switching in teaching and learning process. The fifth chapter presents code-switching in EFL classroom. The sixth subchapter presents about the function of code-switching in EFL classroom. The seventh subchapter presents other researcher' studies which has related topic with this study.

Definition of Code-switching

There are a lot of definitions about code-switching. Based on Bullock and Toribo (2009) as quoted by Puspawati (2018) "code-switching is the ability on the part of bilinguals to alternate effortlessly between the two languages". Code-switching is alternate between two languages either within a sentence or between sentence (Clyne, 2000). The bilingual community said why they use code-switching because most of them lack of vocabulary in one of the languages, but some of them switch the word because they did not find an appropriate word to use. Therefore, code-switching certainly can be found in English as a foreign languages classroom especially if teacher who teach English in borderline places.

Based on Romaine (1992, p.110), "code-switching can be defined as the use of two language by a speaker in one situation". According to Heller (2007) "code-switching is the process of using more than one language in one episode of communication". In this research, students learn English as a second language and bahasa Indonesia as the first language so

teacher and student will use two languages by switching the target language to the first language. That proves if code-switching is one of consequences that will happen in bilingual communities. Based on Mukene (2012), people in bilinguals community can use codeswitching to alternate the use of two language, or varieties of language, or even speech style. According to Lowi (2005), code-switching is not only used as a conversational tool but also a way to establish, maintain, and delineate ethnic and boundaries and identities.

Factors Influencing Code-switching

Khnert, Yim, Nett, Kan, and Duran (2005) stated that code-switching is one of the effective ways to communicate for bilingual speakers to interact with other people who use both languages. People use code-switching because they forgot some vocab in the target language or they have no idea what is the translation of that word. To minimize misunderstanding people prefer to use their first language than the target language. Holmes (2008) argued that the reason why the speakers do code-switching is because the participants. The participants are the language users involved in interaction or conversation which consist of the ones who are speaking, and the ones who are they speaking to (as cited by Innuwa, Christopher and Bakhrin, 2014).

According to Qing (2010), teachers usually do code-switching of a word to translate or elaborate the important things during the process of explaining new vocabulary or teachers switch some words because teachers want to make the words more understandable or when teachers think they cant express the words in the target language and thus it is better to switch some words into the first language than let the students misrepresent the meaning. For example word "air" in English and bahasa Indonesia have different meaning so teacher can switch the explanation into Bahasa Indonesia to compensate for the deficiency.

Code-switching becomes one of the effective ways to talk with a student who learns English as a new subject and does not familiar with English subject. By doing code-switching teacher will be able to communicate with the student using both languages. Beckers argued that "some external social factors from teachers' code-switching like the characteristics from the setting and from the participants, language proficiency and addressee' preference" (as cited by Rios and Campos, 2013). In this research, one of the factors that influences code-switching is the participants, English is a new subject of the class for most of the students in Indonesia. One of the purposes why teachers do code-switching is to make students do not feel bored and easier to understand the material (Adyani, 2013).

Cakrawati (2011) said that "teachers who speak in English as a foreign language will automatically switch into their first language when they wants to be emphatic about something". Hoffman as quoted by Anggraeni (2016) stated sometimes the speaker feels free and more comfortable when they use their first langauge than the foreign language when expressing their feeling. By switching into L1 students will understand better about what their teachers feel during the class. By doing code-switching people are able to express their emotion better, for example while teacher explaining about something to build sentiment like gratitude, sorrow, or other strong feeling. According to Kim (2006) "code-switching can be used for many reasons like quoting what somebody has said". Teachers switch the target language into the first language to quote a famous expression, proverb, or saying of some well-known figures to make sure that they deliver it clearly to minimize the error, people also use code-switching because of the topic people who speak in foreign language maybe will be more comfortable if they speake in their own language related to the specific topic because the topic requires specific vocabulary or maybe they never talk about the topic in the target language.

Based on Jasem quoted by Hei (2008) the reasons why code-switching occurs is because of the social premise, the desire of the speaker concerned to display where the speaker comes from. Teacher who comes from the same environment or neighbourhood with students will enjoy speaking by using mother tongue language. In this case teachers do not only switch the target language into bahasa Indonesia but also to their mother tongue. Hughess, Shaunnesy, Brice, Ratliff, and McHatton (2006) stated that people do the code-switching simply because that person is able to do that. Some people are able to speak both languages so code-switching occurs in bilingual community. Soho (2000) said that code-switching generally occurs when the speaker is upset, tired, or distracted. In EFL classroom code-switching can appear when the teachers feel upset, tired or distracted maybe because the situation or maybe because of student (attitude or student comprehension). Kim (200) said that "the reasons why bilinguals switch the language is not only because the lack of participants' language skill but they try to deliver better meaning related to the society that they belong to".

Code-switching is unavoidable consequences for foreign language learners in establishing interaction and communication in bilingual or multilingual communities. Teachers' code-switching appears in EFL classroom because of many reasons, ranging from student who are not familiar with the target language to the teachers' condition while teaching the target language in EFL classroom. Teachers' code-switching are used in EFL classroom in order to help the students in learning English as the foreign language.

Types of Code-switching

Based on Poplak there are three different types of code-switching. They area tag, inter-sentential, and intra-sentential (as quoted by Jalil, 2009)

Tag code-switching is inserting a tag in one language to an utterance that is otherwise in another language (Yletyinen as quoted by Hardiati, 2016). Jingxia (2004) said that tags are subject to minimal syntactic restrictions. They may be inserted easily at a number of points in a monolingual utterance without violating syntac rules. While "Intra-sentential switching occurs when words or phrases from another language are inserted into a sentence of the first language" (Yletyinen as quoted by Puspawati, 2018). Romaine quoted by Samar Rukh, (2012) says that inter-sentential code-switching is required greater fluency in both languages than tag code-switching. Inter-sentential switching occurs at a clause or sentence boundary. In intra-sentential code-switching, syntactic risks are much greater as compared to the rest of the two. According to Poplack (2004), this type of switching may be avoided by all but the most fluent bilinguals. Intra-sentential switching takes place within the sentence that is considered to be the most complex one of all and it takes place within a single sentence. According to Puspawati (2018) intra-sentential is the most difficult and the tag switching is the least difficult.

Code-switching in Teaching And Learning Process

In academic term, code-switching becomes one of famous material to discuss. Gumperz (1982) as quoted by Ali (2013) stated that the idea of code-switching should be seen as a specific strategy for bilingual. Sert (2005) also said that code-switching can be used in second language teaching classes, either by the teachers or the students. Meanwhile, Faria (1982), Levine (2003), Liping (2004) code-switching have a positive aspects on English for foreign language classroom and claimed that by using code-switching to their mother tongue or first language by EFL teachers will change students perception toward the second language. It will make learning the target language easier (as cited by Jingxia, 2010). From the definition above, code-switching has a good effect on students who learn a foreign

language. Code-switching can be applied in EFL classroom as well. Because by using code-switching teachers can make a student learn the target language easier.

Kamisah (2009) who writes on her study of content based lectures found that code-switching has some functions in teaching process such as signalling topic change, giving and clarifying the explanation, enacting social relationships and aggravating and mitigating message. Many researches has shown that some people especially teachers use code-switching while teaching a foreign language because of so many reasons. Merrit (1992) said that code-switching between two languages, for example, English and the first language in three Kenyan primary schools, occurred when teachers wanted to reformulate information, bring new content information, attract students' attention and substitute words. Meanwhile, Bensen (2013) said that the use of code-switching in language learning classroom for a purpose such as clarifying meaning, saving time in their teaching. Based on the explanation above the researcher can say that someone communicate using two languages, the speaker will definitely find code-switching.

So, code-switching is a consequence of two languages used in teaching and learning program. Some expert gives a statement that teachers can use code-switching while teaching in the classroom because some of them believe that using code-switching help students learn. The researcher focuses on utilizing code-switching in learning the second language, so code-switching can be one of some many ways which connected from the first language to the second language.

Code-switching in EFL Classroom

Jingxia (2010) writes on her research that code-switching to Chinese is a prevalent phenomenon in EFL classroom of Chinese universities and that it plays a significant role in

English learning and teaching process. Branch (2015) also said that code-switching can be enjoyed by the EFL teachers to provide the students' goals when the target language cannot be a unique way of teaching EFL classes. Meanwhile, Rios & Campoos (2013) said that the use of code-switching definitely influences the use of language among bilinguals who speak the same language in EFL classroom. Jingxia (2010) also writes that teachers' code-switching to Chinese does exist in EFL classroom of Chinese universities, both for English majors and non-English majors, though the teachers use English as the main medium in practice. From the statement, the researcher can conclude that code-switching gives a good influence on English as a second language classroom. Jingxia also proves that teachers in Chinese university used code-switching in their class. By using code-switching, the teacher can deliver the material in a different way so they can minimize the difficulties that may appear, such as student feel bored or sleepy.

According to Borlongan (in Yucei, 2009) both teacher and student in the EFL classroom are using code-switching. Marasigan (2010, p.12) stated that code-switching is used to present the solidarity between teacher and student and also to help the student, make them understand the material easier. So, code-switching becomes one of the tools that teacher can use while the study are learning the second language. Code-switching also can build a good relationship between teacher and student. Because, while teachers switch a word means that teachers transfer it to the student's mother tongue. If the teacher use the familiar language they will have a good perception toward the teacher, and it can be a positive point for the teacher.

Fachriyah (2017) said that "code-switching can be used in English as a second language classroom, as one of the tools". Teachers' code-switching are able to connect one language to another language. In this case, English is a new subject to students. Switching some words to their first language will give influence toward their learning success. Maybe it

does not support one hundred percent but maybe it is better than using full English in the teaching process in the classroom. Selly (2016) also said that "not only the teacher who can use code-switching in the classroom, the student also has a chance to use it". Ellin (2017) stated that some of the students switch some words when they want to express something. By using code-switching, it helps the student become more active than usual because they can use their first language to help them. It is easier for them to do that.

The Function of Code-switching in EFL Classroom

Fachriyah (2017) said that code-switching has 14 functions in EFL classroom (clarification, repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussion of the task, giving feedback, aiding memorization, class management, entertainment and general communication). Aurebach as quoted by Josefsson (2010) suggested such function of code-switching as; administration of classroom, scene setting, performance (of grammar, phonology, morphology, and spelling), discussion of cross cultural issues, task or hints, interpretations of mistakes, and also evaluation of understanding. Based on Puspawati (2018) teachers' code-switching in EFL classroom functioned for three purposes; constructing and transmitting knowledge, classroom management, and affective function.

Fachriyah (2017) stated that "the use of code-switching in the ESL classroom was used to facilitate interactions when learning was taking place". Constructing and transmitting knowledge are important in the process of learning, better for EFL teachers to explain in a language that is understood by the student, and by doing code-switching EFL teachers are able to accommodate that purpose (Puspawati, 2018). Fachriyah (2017) also said that "the use of code-switching in the ESL classroom was used to facilitate interactions when learning was taking place". According to Sert (2005) code-switching can be suggested as a bridge from the target language to new foreign language content, in order to transfer new content

and meaning. Puspawati (2018) also said that "teacher also uses code-switching when teachers explain complex concepts such as grammar, new vocabulary and the content of the textbook". Teachers switch some word into their students first language in order to deal with some particular grammar points. By doing code-switching, it will make students' attention directed to the new knowledge. Teachers also do code-switching in order to transfer the necessary knowledge for the students clarity. According to Kim (2006) by using code-switching teachers provide a crucial means of accomplishing lesson across the curriculum and managing the problems of working with text that are mostly written in Eglish.

Ferguson (2009) said that there are some functions of why teachers use code-switching in EFL classroom management. Code-switching has so many functions in EFL classroom. By switching some words into their first language, it facilitates teacher to manage the classroom. Tien (2010) also said that by doing code-switching teachers give instruction clearly such as directing the students to work in pair or group discussion or to perform something in the classroom. Teachers tend to use first language than the target language when giving instruction in the classroom to ensure that every student comprehend the instruction correctly (Mugla as quoted by Puspawati, 2018)

Code-switching also carries effective function that serves for expressing emotion, teachers can use code-switching in order to build solidarity and intimate relationship with their students (Cole as quoted by Sert, 2005). By doing code-switching teacher are able to create a supportive language environment in EFL classroom. Schwarzer (2004) said that the function of switching the target language into L1 is used by code-switching as a strategy to enhance communicative competence in the target language while building emotional relationship with the students. Sampson (2011) said that the function of code-switching does not always depend on students' level of English but for talking about procedures, repeating ideas, making group relationship, and also joking. Fhitri (2017) reported that teachers often

use teachers' code-switching to create relaxed and informal classroom situation, which may encourage students to participate in the classroom activity (as quoted by Puspawati, 2018).

Review of Related Study

Many researchers have studied similar topic which is about teachers code-switching in EFL classroom. Besides, the researcher only takes three related study. The three reviewed as follow:

The first study was conducted by Jingxia (2010). This study is conducted to reveal the attitudes of teachers and students toward the patterns, function, factors, and influence of the code-switching in the EFL classroom of Chinese University. This research used qualitative and quantitative research, consisting of two questionnaires and classroom recordings. In conducting the data collection, the researcher took 216 undergraduates from three universities who were randomly choosen from different majors among four grades (1 − 4) and 60 English teachers. The study analysed frequency of code-switching, consciousness of the use of Chinese, attitudes toward code-switching, ideal frequency of code-switching to Chinese, influence of code-switching to Chinese, Situations of code-switching to Chinese. The data from the questionnaires and classroom recordings reflect that teachers' code-switching to Chinese does exist in EFL classroom of Chinese universities. All the teachers and students claim that there is the switching to Chinese sometimes or occasionally in their classes and it is used consciously or unconsciously. The three patterns of code-switching do occur in class, including tag, inter-sentential and intra-sentential patterns. The findings of this research is code-switching to Chinese does exist in EFL classroom of Chinese university, the three patterns of code-switching do occur in class (including tag, inter-sentential, and intra-

sentental patterns), students' English proficiency as the most significant factor influencing the teachers' switching to Chinese.

The second previous study was conducted by Agneta and Ana (2010) that was conducted to investigate when and why teachers doing code-switching between L1 and L2 and what the teachers' thought about code-switching are. This research used qualitative research. In conducting data collection the researcher conducted an interview and classroom observation toward three teachers from compulsory school and upper secondary school. This study analysed when does teacher code-switching in L2 classroom, why teacher do code-switching in L2 classroom and what teachers' think about code-switching, taken from compulsory school and upper secondary school point of view. The main conclusions are that all teachers at the compulsory school code-switched when they translated difficult words and phrases when they were too hard for the students to understand. Two of the teachers at the upper secondary school code-switched when expressing feelings such as irritation.

The third previous study was done by Fachriyah (2017). This study aimed to determine the functions of code-switching when used by lecture while interacting with students in the process of teaching and learning English. This research used qualitative research. In the data collection, the researcher took participants from students of English department at the State Islamic Institute "Maulana Sultan Hasanudin" in Banten. The procedure for collecting data was through observations. From the result, the function of lecture and students' code-switching were found to be; clarification, reiteration, explanation, asking, translation, checking for understanding, emphasizing of a language element, making inferences, developing vocabulary, class discussion of student' task, giving feedback, aiding memorization, class management, entertainment, and general communication.

Those three studies are similar with this study in trying to investigate code-switching between L1 and the target language, in this case the target language is English. The similarities of the study give beneficial information for the researcher to know various perceptions about teachers and students' code-switching in EFL classroom. However, this study is different from those studies because this study only discuss teachers' perception. This study used qualitative design same with the second and third study while the first study used qualitative and quantitative research design. This study gathered the data by interviewing two participants, while the first study used questionaire with 216 undergraduates, the second study interviewed three English teachers, and the third study the researcher did the observation toward students of the English department at the State Islamic Institute in Banten.