

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### English Teacher's Code Switching: In the Drive for Maximal Use of English

##### A. Language and Society

Language is like uniform, a badge or a flag which signals one's group membership. For example, in seeking clues about his companion the Englishman is making use of the way in which people from different social and geographical backgrounds use different kinds of language.<sup>1</sup>

Language reflects society's attitudes and values. "Language may also determines what people notice, what categories they establish, what choices they believe are available, and consequently the way they behave. In other words, language may strongly influence perception and behaviour."<sup>2</sup>

People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages which reflect their views about those who speak the languages, and the contexts and functions with which they are associated. When people listen to accent or languages they have never heard before, their assessments are totally random. There is no pattern to them. In other words there is no universal concencues about which languages sounds most beautiful and which most ugly, despite people's beliefs that some languages are just inherently more beautiful than others.<sup>3</sup>

The study of language has important implications for education especially as regards reading instruction, and the teaching of second language learners, language-minority students, and speakers of nonstandard dialects. Several second-language teaching methods have been proposed for adult second language learners. Some of them focus more on the grammatical aspects of the target language, and others focus more on getting students to

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<sup>1</sup> D. Trudgill, *Introduction to Sociolinguistic*, (Harmonsworth: Penguin, 1974), p. 127.

<sup>2</sup> Janet Holmes, *An Introduction to Sociolinguistics*, (England: Pearson Education Limited, 2001), 2<sup>nd</sup> Ed., p.317.

<sup>3</sup> *Ibid*, p. 343.

communicate in the target language, with less regard for grammatical accuracy.

## **B. Monolingualism, Bilingualism and Multilingualism**

Contact between people living as different communities have been progressing more rapidly since the industrialization. And today, modern advanced technology (Computers, Smartphones and the Internet) is intensifying in the contacts. This situation has kept the importance of having a competence in understanding and using more than one language.

There used to be communities whose members used one language as a means of communication. We can call the individuals of such community monolinguals.<sup>4</sup>

Originally, the term bilingualism remaining in most dictionaries, glossaries and handbooks of linguistics well into 1600's is restricted to the equal mastery of two languages. It is hard to find an individual who can use two languages in spoken and written forms properly. In real social life not all of the bilinguals have the equal competence in the different languages. Some of them may be receptive in one skill and productive in another, being able to speak another language and unable to write it. Meanwhile, others are able to write in languages. The skill in the other language may even be limited to reading ability or simple to oral understanding. So, bilingualism means the ability to produce complete meaningful utterances in other languages.<sup>5</sup>

People may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language sometime after acquiring their first language. It is also possible to learn a second language sometime after early childhood, but the older someone get, the harder it is to learn to speak a new language as well as a native speaker. There is a 'critical period' (lasting roughly from birth until puberty) during which a child can

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<sup>4</sup> Made Iwan Indrawan Jendra, *Sociolinguistics: The Study of Society's Languages*. (Yogyakarta: Graha Ilmu, 2010), p. 68.

<sup>5</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburgh Gate: Longman, 2001) p. 75.

easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

The reasons that bring languages into contact and hence foster bilingualism are many: migrations of various kinds (economic, educational, political, and religious), nationalism and federalism, education and culture, trade and commerce, intermarriage, etc. These factors create various linguistic needs in people who are in contact with two or more languages and who develop competencies in their languages to the extent required by these needs. In contact situations it is rare that all facets of life require the same language (people would not be bilingual if that were so) or that they always demand two languages (language A and B at work, at home, with friends, etc.). In fact, bilinguals acquire and use their languages for different purposes, in different domains of life, with different people. It is precisely because the needs and uses of the languages are usually quite different that bilinguals rarely develop equal fluency in their languages. The level of fluency attained in a language (more precisely, in a language skill) will depend on the need for that language and will be domain specific. It is thus perfectly normal to find bilinguals who can only read and write one of their languages, who have reduced speaking fluency in a language they only use with a limited number of people, or who can only speak about a particular subject in one of their languages.

This explains in part why bilinguals are usually poor interpreters and translators. Not only are specific skills required, but interpretation and translation entail that one has identical lexical knowledge in the two languages, something that most bilinguals do not have. Certain domains and topics are covered by the lexicon of one language, others by the lexicon of the other language, and some few by the two. Interpreting and translating when one lacks the appropriate vocabulary and the necessary skills is thus something that bilinguals find difficult.

In addition to the concept of bilingual, the term multilinguals is also sometimes used to refer to the people who can use more than two languages. However, it has been now common to use the term bilinguals to include people who are actually more properly identified as multilinguals.<sup>6</sup>

### C. Code

People use codes as symbols to explain or convey their ideas in order to be more understandable by a receiver while they make an exchange. Code is a language or variety of a language.<sup>7</sup> The term of code refers to each kind of system used to communicate by two or more speakers. Therefore, code as a neutral term used to indicate or refer to the language or style used by the speaker.<sup>8</sup>

Kridalaksana said that “code” is:<sup>9</sup>

1. A symbol as a system expression that is used to describe a certain meaning. Human being’s language is a kind of code.
2. A language system in a community.
3. A certain variation in a language.

In communications, a code is a rule for converting a piece of information (for example, a letter, word, phrase, or gesture) into another form, object, action, or representation (one sign into another sign), not necessarily of the same type or sort. Codes operate at the level of meaning; that is, words or phrases are converted into something else.

Based on the definitions above, code is a symbol as a system of expression used to communicate by two or more speakers.

Speakers use communicative codes in their attempts (linguistic or paralinguistic) to communicate with other language users. Listeners use their

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<sup>6</sup> Made Iwan Indrawan Jendra, *Op. Cit.* p. 68.

<sup>7</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (New York: Basil Blackwell Inc., 1998), p. 86.

<sup>8</sup> *Ibid*, p. 37.

<sup>9</sup> H. Kridalaksana, *Kamus Linguistik, edisi III* (Jakarta: Gramedia Pustaka Utama, 1993), p. 52.

own codes to make sense of the communicative contributions of those they interact with. Listeners may need to shift their expectations to come to a useful understanding of speakers' intentions. Similarly, speakers may switch the form of their contributions in order to signal a change in situation, shifting relevance of social roles, or alternate ways of understanding a conversational contribution.

#### **D. Code-Switching**

Code-switching involves the alternate use of two languages or linguistic varieties within the same utterances or during the same conversation. In the case of bilinguals speaking to each other, switching can consist of changing languages: in that of monolinguals or shift of style.<sup>10</sup>

The distinction between mixing and switching is by referring to code-switches as language changes occurring across phrase or sentence boundaries, whereas code-mixes take place within sentences and usually involve single lexical items.<sup>11</sup>

Code-switching or code-choice refers to the use of two languages in the same sentence or discourse.<sup>12</sup>

Code-switching is an inevitable consequence of bilingualism.<sup>13</sup> Anyone who speaks more than one language chooses between them according to circumstances. The first consideration is which language will be comprehensible to the person addressed; speakers choose a language which the other person can understand.

The speaker balances the two languages against each other—a few words of one language, then a few words of the other, then back to the first for a few more words and so on.

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<sup>10</sup> C. Hoffman, *An Introduction to Bilingualism* (UK: Longman Group UK limited, 1991), p. 110.

<sup>11</sup> *Ibid*, p. 110

<sup>12</sup> E. Marasigan, *Code-Switching and Code-Mixing in Multilingual Societies*, (Singapore University for SEAMO Regional Language Center, 1983), p. 7

<sup>13</sup> RA. Hudson, *Sociolinguistics* (Cambridge: Cambridge University Press, 1996), p. 51.

Code-switching as changes over phrases or sentences, including tags and exclamations at either end of the sentences, code-mixing as switches occurring at the lexical level within a sentence.<sup>14</sup> Code-switching is the alternately use of two languages or linguistic varieties within the same utterances or during the same conversation.<sup>15</sup>

Bilingualism refers to the use of two languages, which can involve four skills, namely speaking, understanding, writing, and reading. Bilingualism is defined here as the ability to use two languages in varying degrees of proficiency and in different contexts, such as reading, writing, listening, and speaking. For bilingual students, the process of code-switching requires a nonrandom, sophisticated cognitive and linguistic manipulation of the two languages.<sup>16</sup>

There is nothing in the exchange as a whole to indicate that speakers do not understand each other. They used code-switching as a cover term under which different form of bilingual behavior that are subsumed. The term intra-sentential is used for switches between sentences as the relevant unit for analysis.

Code-switching can occur not only between languages but also dialects of the same language.<sup>17</sup> So, code-switching is a way of asserting identity for both types of bilingual to some extent.

Based on the explanation above, code-switching is used to fill gap. It is a conscious desire to mix the two languages to create new forms; the language created in most code-switching has internal linguistic consistency and validity for the learner's deep structure. The surface structure also has bilingual consistency and validity to those communicating with it.

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<sup>14</sup> C. Hoffmann, *op. cit.*, p. 104.

<sup>15</sup> C. Hoffmann, *op. cit.*, p. 110.

<sup>16</sup> A. Aguirre, *Code-switching, Intuitive Knowledge and The Bilingual Classroom*. In H. Garcia & R. Chavez (Eds), *Ethnolinguistic Issues in Education* (Lubbock: Texas Tech University), p. 28.

<sup>17</sup> Gardner-Chloros, *Language Selection and Switching among Strasbourg Shoppers*. *International Journal of The Sociology of Language*. 54, P. 117-135.

A special issue on code-switching in the journal of multilingual and multicultural development, there are the wide use of code-switching in different contexts and with different language-in-contact, the major purpose of code-switching as being both a social/discourse phenomenon as well as structural linguistic one, a comparison to the related notion of borrowing, a description of code-switching patterns not as aberration but as systemic and logical, the negative view many users and non users of code-switching still hold it.

### 1. Types of Code-Switching

Code-switching can be classified in accordance with two different classifications named 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 grammatical classification results in three types of code-switching, namely tag-code-switching, inter-sentential code-switching and intra-sentential code-switching.<sup>18</sup>

#### 1) Tag Code-Switching

A tag code-switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterances. Here is the example:

An Indonesian bilingual switches from English to Indonesian.

e.g. *It's okay, no problem, ya nggak?*

#### 2) Inter-sentential Code-Switching

An inter-sentential code-switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. Here is the example.

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<sup>18</sup> Made Iwan Indrawan Jendra, *Op. Cit.* p. 75-78.

An Indonesian bilingual switches from Indonesian to English.

e.g. *Ini lagu lama, tahun 60an. It's oldies but goodies, they say. Tapi, masih enak kok didengerin.*

### 3) Intra-sentential Code-Switching

An intra-sentential code-switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language. Here is the example.

An English bilingual switches from English to Indonesian.

e.g. *The hotel, **yang megah itu**, is really huge and unbelievably majestic.*

Unlike the grammatical classification, which is based on the position of the different codes found in the utterances, the contextual classification is based on the reasons why people switch. The classification divides into two types of code-switching, namely the situational and metaphorical code-switching.

#### 1) Situational Code-Switching

A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The changing situations involved could be the Setting, the Participants, or the Norms of Interaction. The following short dialogue describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker friend (participant).

e.g.

*Agus : Menurutku, semuanya karena mereka tidak tahu persis artinya De...*

*Mark : Hi, Agus.*



Agus : *Eh, how're 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 : *Nah, ini dia kita bisa.....Mark, can you help us?*

## 2) Metaphorical Code-Switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of code-switching involves the Ends, the Act Sequences, or the Key, but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation. The following example illustrates how some Indonesian students jokingly switch from English to Indonesian to affect a serious dialogue to be a bit humorous.

*e.g.*

Made : *We want to take it, to where ... Ya, itu tempat kita biasa mancing (fishing), and we are drinking, singing, having fun, ok.*

Ali : *And, there we are surfing, swimming...terus, kita jadi pusing-pusing (feeling dizzy) dah... ha ha ha...*

Made : *Are you joining, Jim?*

Jim : *Okay, then.*

The table below presents the classifications on code-switching (CS) based on two different points of view described here.

<b>Points of view</b>	<b>Code-Switching</b>
Positions of the changing in the utterance	Tag Code-Switching
	Inter-Sentential Code-Switching
	Intra-Sentential Code-Switching
Reasons for switching	Situational Code-Switching
	Metaphorical Code-Switching

## 2. Reasons for Code-Switching

There were a number of possible reasons why to do code-switching from one language to other. Many linguistics books generally state that:<sup>19</sup>

### 1) Speakers

A speaker often do code-switching to get advantages from what he/she code-switched. Some speakers code-switch because of their habits.

### 2) Partners

Partners can cause to do code-switching, for example, a speaker wants to balance the partner's language skill. Partners can be an individual or a group.

### 3) Present of 3<sup>rd</sup> person

Present of the 3<sup>rd</sup> person which comes from different backgrounds from the speaker can cause to code-switch because the 3<sup>rd</sup> person status also determine which language that shall be used.

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<sup>19</sup> Abdul Chaer dan Leonie Agustina, *Sosiolinguistik* (Jakarta: PT Rineka Cipta, 2004), Cet. II, p. 108.

- 4) Changing from formal to informal situation or informal to formal situation

The formal to informal situation happens in the class and out the class, in the office and out the office, etc. which depends on the language background of the speakers and partners.

- 5) Changing of topic

Discussing from one topic to others topic can cause to do code-switch.

### **3. Functions of Code-Switching**

Code-switch passages are clearly identifiable either as direct or reported speech. It also serves to direct message to one of the several possible addressees (addressee specification). Code-switching serves to mark an interjection; to repeat a message either in literal or modified form; quality construction as sentences and verb complements or a predicate following copula message qualification. Another category serves to relate such things as the distinction between the talk about action and talk as an action; the degree of speaker involvement in, or distance from, a message; whether the statements reflected to a personal opinion or knowledge, or referred to a specific instances, or whether it has the authority of a generally known fact (personalization or objectification). Meanwhile, the last category is intended to facilitate the speaker when he faces difficulty in finding the right word at the time of speaking. Thus, the function of code-switching are:<sup>20</sup>

- 1) Quotation

In many instances, the subject code switched to quote themselves and others directly or simply to state a slogan of a maxim. Subject quoted themselves or others directly or indirectly to sound more credible to the addresses. Seemingly, a quotation as a proof that

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<sup>20</sup> Elizabeth Marasigan, *Op. Cit.*, p. 39.

what they are saying were fact and that the addressees had to believe them. This is exemplified in example below:<sup>21</sup>

1. *The speaker wanted to prove to the addressees that she turned up on their appointment date*
  - ***Ku kan sudah bilang ke kamu Yeni.*** “*Yen, you tell Silvi that if she brings the letter to the house, I’ll play her there*”
2. *The speaker was commenting on the inconsistency of the school policy regarding promotions.*
  - ***Mereka nanti akan memberitahumu,*** “*You are promoted...however...may*”

From the examples given, it can be deduced that the subject switched the codes to preserve the originality of the message. They could have restricted the quotation in Indonesian but they did not. Perhaps they felt that the message, which was originally said in English, would not have the same impact on the addressees if they have been translated into Indonesian.

## 2) Addressee Specification

In the second set of examples the switch serves to direct the message to a specific person. This type of code-switching recognizes not only the interacting members of the speech events but it also recognizes that their language behaviour may be more than merely a matter of individual preference or facility. But also a matter of role relation.<sup>22</sup>

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<sup>21</sup> *Ibid.*, p. 73.

<sup>22</sup> *Ibid.*, p. 76.

1. *A teacher heard that one of her pupils was asking permission from one of her co-teachers to leave the room to be able to practice for becoming intramural.*

*Teacher : **Tak akan ada yang bisa membuatku untuk mengizinkan-  
kannya pergi. Dia tak mempelajari materinya. No! I am  
not allowing you to go out! Jika kamu meminta bantuan  
orang lain di sekolah.***

2. *The speaker reported to his teacher that two of his classmates were quarrelling.*

*Mark : Miss, O, fighting again the two.*

*Teache : **Siapa yang bertengkar?***

*Andy : The two, Miss.*

*Teddy : **Selalu saja bertengkar.***

*Mark : **Ya, kalian kan juga sebangku!***

In example 3, the speaker used Indonesian when she told her co-teacher that she would not let her pupil leave the classroom during the teaching period. She switched to English when she actually told the boy that he could not go. She switched back to Philipino to murmur a threat.

The boy in example 4, Andy used English, he reported to his teacher that two of his classmates were quarrelling. He switched to mix-mix (an Indonesian based sentence only one English word substitution) when he talked to his classmate, Mark.

### 3) Repetition

Sometimes a message is repeated in the other code, either literally or in somewhat modified form. Repetition may serve to clarify what is said, amplify or emphasize the message, or mark a joke.<sup>23</sup>

*Maria felt uncomfortable in the car because of the position of the Kristin's legs.*

*Maria : Mbak Kristin, you stretch your legs.*

*Kristin : Apa?*

*Maria : I said "you stretch your legs"*

*Tom : Darling, pakai B. Indonesia. Mbak Kristin does not understand English.*

*Maria : Ah! Mbak Kristin, rentangkan kakimu.*

*Tom : **Ku kan sudah bilang, "You speak in Indonesian". Pakai B. Indonesia.***

*Maria : Ya, ku sudah memintanya untuk merentangkan kakinya.*

The example above was considered as a form of repetition rather than quotation although Maria and Tom practically quoted themselves. This was because the span of time between the original and the repeated were contained in the text. This is not the case in quotations. The original message has been uttered by the speaker a long time ago and they are just recalling them aloud.

### 4) Interjection

Other cases of code switching are also marked by an interjection or sentence filter. Normally the subject uses Indonesian when they uttered interjections. This can be ascribed to the fact interjections express strong feelings or emotions.<sup>24</sup>

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<sup>23</sup> *Ibid.*, p. 79

<sup>24</sup> *Ibid.*, p. 81.

*While having lunch together, Reva noticed that Tina was about to eat her banana (Reva's banana) for desert.*

*Reva : **Very bad!** Itu punyaku.*

*Tina : He? Ini milik kita*

*Reva : Hei, bel bunyi, kelas selanjutnya mau mulai.*

In example above, the choice of English interjection was influenced by the setting. "Very good" and "Very bad" are among the first and the most common interjections learned by the students in school since they are used by the teachers to assess their performances of behaviour.

#### 5) Message Qualification

Another large group of switches consists of qualifying constructions such as clauses, sentences and phrases (verb and noun complement).

A considerable amount of switching under this category is meant to express the time concept. The subject generally switched from Indonesian to English whenever they specified the time. Below example is only among the many switches that can be found in the whole corpus.<sup>25</sup>

*Three English teachers were supposed to meet one day in school. Two of them claimed that they came, but for some reasons they did not meet each other.*

*Ali : Saya kemarin disini.*

*Ismail : Tapi, Anda kok tidak ada?*

*Ali : **Saya kemarin disini.** Friday? **Saya disini.***

*Lukman : Not this Friday. Before this Friday. Itu hari janji kita.*

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<sup>25</sup> *Ibid.*, p. 81.

#### 6) Personalization Objectification

In every large group of instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such things as: the degree of speaker involvement in, or distance from, a message or an addressee; whether a statement reflects a personal opinion, feeling or knowledge; whether it refers to specific instances, or whether it has the status of a generally known fact.<sup>26</sup>

*The composition is about the coming of a basketball game between two of the country's most popular basketball teams, Aspac Texmaco and Satria Muda.*

*"It's Aspac Texmaco–Satria Mudadeal. I'm one of the Aspac die-hard fans. Saya berharap mereka memenangkan pertandingan ini".*

The subject in this example used English to express what to him was an objective fact. He switched to Indonesian to express personal wish. Here the subject was not only stating the message. He was expressing his involvement in it. He would not only watch the game for fun. He would want his favourite team to win and certainly be disappointed if it did not.

#### 7) Facility of Expression

The subject switches the code whenever there are difficulties in finding the new words in the time of speaking or writing or merely as a sign of the subject's lack of familiarity with the style he is using.<sup>27</sup>

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<sup>26</sup> *Ibid.*, p. 85.

<sup>27</sup> *Ibid.*, p. 90



*In this article a movie star confessed her admiration for another movie star.*

*Saya banyak belajar dari dia. Dia berperan mirip dengan Revalina S. Temat dan Dian Sastrowardoyo. Dia pandai berbahasa menggunakan tubuhnya. Namun, pembawaannya yang kuat saat **characterizing** wajahnya yang paling saya suka.*

### **E. Classroom Code-Switching**

The phenomenon of code-switching is consequently also present in second language classrooms. For instance, during an English lesson in a school, English and first language which also called mother tongue are frequently switched. Many teachers of English see code-switching as a communicative strategy for learners with insufficient vocabulary resources, and thus as a source of concern. Consequently, these teachers may become intolerant of switching to the native language. At the same time, recent studies suggest that code-switching is a part of the process of acquiring a second language and that it may be an important competence in itself in the way the speaker is able to alternate between the two languages and employ each language for specific purposes.<sup>28</sup>

The native language is (in most cases) a common code of communication which makes it possible to level off the linguistic advantage held by the teacher. Thus, in spite of the existing but unwritten pedagogical rule to speak the target language, the second language (L2) learners are aware of the possibility to retreat to the native language if necessary.

Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. In ELT classrooms, code switching comes into use either in the teachers' or the students' discourse. Although it is not favoured by many educators, one should have at least an understanding of the functions of switching between the native language and

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<sup>28</sup> Ingela Bolander, *Code-Switching in the Classroom: A Sign of Deficiency or a Part of the Learning Process*, (Karlstads: Karlstads Universitet, 2008), p. 1.

the foreign language and its underlying reasons. This understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

As mentioned earlier, communication in the foreign language classroom is more complex than social communication in general. Perhaps the most important reason for this is that in the classroom there is a double level of communication. The foreign language is not merely used to exchange ideas and to communicate, but also to talk about the language itself. In other words, we are communicating about communicating, and both communication and meta-communication take place. When the teacher conveys information in the foreign language, the learners commonly intervene in the native language in order to clarify and assimilate the information. A situation where this type of learner intervention is likely to occur is when grammar is being taught. Another typical situation would be when the learners use their native language in order to check their understanding of lexical items. Consequently, the choice of code is closely related to the type of task or activity being performed in the classroom. Oral production tasks and comprehension are examples of activities associated with the foreign language. Hence, meta-communication, for instance, is a trigger for the native language to come into effect and the ultimate reason for this is the learners' need to negotiate meaning in order to help the learning process.<sup>29</sup>

Moreover, code-switching is to a considerable degree connected to changes in roles and role relationships. The student has a sort of double identity - one as a learner and one as a social interlocutor. Similarly, the relationship between the teacher and the students has two aspects – one institutional and one interpersonal. In other words, they do not merely interact as teacher and student, but also as social beings. When either of the interlocutors switches code, there is a shift in social and institutional roles. A switch from the target language to the native language places the learner on

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<sup>29</sup> *Ibid.*, p. 5.

more equal social grounds with the teacher. When switching from the foreign language to the native language, the student denies his/her identity as a learner and instead assumes a social role.

From the students' perspective, the teacher now becomes more of an equal and less of a teacher. Similarly, describes the bilingual teenage daughter who speaks English most of the time, but switches to her native language Finnish when she wants to persuade her Finnish father into extending her curfew. When she feels that the battle is lost, she switches back to English, which is her language of authority and can be seen as a symbol of protest. Consequently, code-switching functions as an indicator of alignment/disalignment, bonding or persuasion; when the girl wants to align with her father and persuade him, she speaks Finnish, and when she wants to protest and disaffiliate herself from her father she speaks English.<sup>30</sup>

Another element that plays an important part in influencing the students to switch codes is related to the content of what is said. In today's school, the language used in foreign language education has become synonymous with instruction and is often solely related to school. This is a result of the fact that the learners rarely say what they feel and think in the foreign language class. An example of this is the French learner of English, who answers his teacher's questions (which are very general and asked without any real interest in the content and which have their focus more on the linguistic dimension) in his L2 English, but, as soon as he switches to talking about things that matter to him and about his personal life, switches to his native French. Hence, the prevailing pedagogical frame might be too restrictive when the students are to express themselves in a more affective dimension. The students might feel a need to violate the existing pedagogical frames by switching to their L1, which is generally the language in which they feel most comfortable in expressing their feelings and opinions. In such cases it is content that is important, and when this is the case, the students are likely to feel frustration over not being able to express themselves freely. This

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<sup>30</sup> *Ibid.*, p. 5-6

phenomenon affects most bilinguals since their use of language is tied to certain domains and settings.

For different reasons, the two languages become associated not only with different sets of topics, but also with different people and settings. This type of code-switching, in contrast to those discussed above, does not serve the purpose of developing the target language, but from a pedagogical point of view it is a good indicator of the students' desire to take part in the interaction. For example, when the learner switches to the native language in order to understand a grammatical feature, the ultimate reason for this is to be able to make sense of the language and learn. Here, the learner switches to the native language because she or he finds it more important to be able to convey a message, regardless of the language in which she or he does it, than to adhere to the code rules in the classroom. This in its turn reflects the student's willingness to participate in the interaction.<sup>31</sup>

#### **F. Function of Classroom Code-Switching**

The teachers' use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environments.<sup>32</sup>

One of the functions of classroom code-switching is insufficient vocabulary resources.<sup>33</sup> Other functions come from Huerta, McCluve and

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<sup>31</sup> *Ibid.*, p. 6-7

<sup>32</sup> Olcay Sert, *The Functions of Code Switching in ELT Classrooms*, *The Internet TESL Journal*, Vol. XI, No. 8, August 2005, (Ankara: Hacettepe University, 2005), p. 2. Accessed from World Wide Web: <http://iteslj.org/Articles/Sert-CodeSwitching.htm> on 25<sup>th</sup> July 2010.

<sup>33</sup> Ingela Bolander, *Op. Cit.*, p. 12.

Silva-Corvalan: affective, elaboration, emphasis, addressee specification, and clarification.<sup>34</sup>

### 1. Insufficient Vocabulary Resources

Insufficient vocabulary resource or the lack of vocabulary resources is often seen as the only reason for code-switching, but during observations the majority of the cases where code-switching took place had to do with other factors. There were, however, some cases of code-switching due to insufficient vocabulary resources. This switching function is exemplified in example below.<sup>35</sup>

*David ask a question to Anto about the thing that used to stop the car-breakdown in the step street.*

*David : What did they use to stop the car?*

*Anto : **Kerikil besar.***

*Rama : Yes, that's right.*

In above example the student did not know the English word for a specific concept and thus he switched codes to Indonesian.

### 2. Affective

Affective functions serve for expression of emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a conscious process on the part of the teacher.<sup>36</sup>

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<sup>34</sup> Agung Wicaksono Dwi Nugroho, 2201405602, Language and Art Faculty, *Code-Switching as a Solution to the Classroom Conflict Which is a Case of the First Year Teacher in SMAN 3 Semarang in the Academic Year 2009/2010*, (Semarang, State University of Semarang, 2010), unpublished thesis.p. 28.

<sup>35</sup> Ingela Bolander, *Loc. Cit.*

<sup>36</sup> Olcay Sert, *Op. Cit.*, p. 3.

However, one may also infer the same thing for natural occurrence of code-switching as one can not take into guarantee its conscious application. This code-switching function is exemplified in example below.<sup>37</sup>

*Teacher : Is it correct? Itu betul apa salah?*

*Student : Correct.*

*Teacher : **Good! Bagus!***

### 3. Elaboration

Elaboration function occurred when additional information/details on a topic were added in the alternate language. This code-switching function is exemplified in example below.<sup>38</sup>

*The teacher is sitting on a rug with children in a semi-circle and is sharing a book which she made on her family.*

*Teacher : Maybe you'd like to make a book. This is my brother with grey hair, **karena dia lebih tua**. This is my sister, **agak gemuk, lebih gemuk**. **Dia tidak tinggal disini, jadi dia tak akan dengar ucapan saya tadi**, but she's a little bit fat.*

The example above takes a conclusion that elaboration function is used when the teacher needs to give a further explanation about something, and the teacher guesses that the learners won't understand yet about the explanation.

### 4. Emphasis

Emphasis occurred when the teacher stressed or underscored a pointing the alternate language. This switch is also accompanied by a

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<sup>37</sup> Agung Wicaksono Dwi Nugroho, *Op. Cit.*, p. 27

<sup>38</sup> *Ibid.*, p. 28

change in voice intonation which exhibited a higher pitch level. This code-switching function is exemplified in example below.<sup>39</sup>

*Class is getting ready to go to their tables to take monster faces with candy corn, raisins, etc. on home Halloween cookies.*

*Teacher : Each of you will get a cup. Now, **kamu tak perlu menaruh semuanya di wajah ini, karena kamu akan membuatnya dua, saya mau kamu menaruh ini disini dan yang ini disini**, just put enough for the monster face.*

This function used to give emphasize to the learners about the teacher allowed or not allowed, from the example above.

##### 5. Addressee Specification

Addressee specification occurred when the teacher switched languages as she/he addressed, or directed her speech, to a different listener. In this case, the teacher switches to Indonesian as she turned, made by eye-contact and addressed the parents after speaking to the children. This code-switching function is exemplified in example below.<sup>40</sup>

*Teacher is sitting with class around her in a semicircle, explaining the theme for the lesson to the class, and specifically directs some questions to the parents.*

*Teacher : Today we are talking about jobs and working. **Bu, sebelum menikah apa Anda sudah bekerja terlebih dahulu sebelumnya? Apa saja pekerjaan ibu saat itu?***

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<sup>39</sup> *Ibid.*, p. 29-30.

<sup>40</sup> *Ibid.*, p. 30-31.

- Ms. E : Saya dulu bekerja selama 5 tahun sejak usia 13 sampai 18 tahun dimana pada usia itu saya kemudian menikah.*
- Teacher : Jadi sekarang lebih banyak di rumah?*
- Ms. E : Ya, sejak menikah mengurus rumah tangga.*

The teacher changes the language into Indonesian because the teacher considers to whom she/he talking to. If the teacher still used, it is afraid the communication channel didn't move successfully. So it is called as the function of addressee specification. Someone change the code, when it depends to whom he/she talking to.

#### 6. Clarification

Clarification function occurred when the teacher switched to Spanish as she repeated or paraphrased something she had just said in English. This code-switching function is exemplified in example below.<sup>41</sup>

*The teacher and children are making a surprised birthday party gifts for each other at their work tables.*

*Teacer : But let pretend, a bayangan, let's pretend, coba bayangkan hari ini hari ulang tahun teman kita... we are going to make a present, kita akan membuat sebuah kado bingkisan untuk teman kita.*

The code-switching function above has a meaning that something repeated or paraphrased by itself or somebody, to make clarification about something.

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<sup>41</sup> *Ibid.*, p. 32.



## G. Previous Research

In making this proposal, the writer was considering some previous research to support the writer's thesis proposal, they are:

Teachers' Explaining Techniques: Code-Switching and Code-Mixing in the Classroom (The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009) which conducted by Muhammad Asror, 2201404651, a student of Language and Art of State University of Semarang. The findings are:<sup>42</sup>

- 1) Generally teachers do more code-switch in their teaching learning process. They code-switch and code-mix in the form of Indonesian and never code-switch or code-mix into Javanese or other language.
- 2) The highest number of utterances of code-switching and code-mixing is in the form of sentences. Total numbers of utterances are 148 utterances. The utterances are classified into two classifications. The first is 105 or 70.95% utterances of code-switching and 43 or 29.05% utterances of code-mixing.
- 3) The functions of code-switching and code-mixing utterances produced by the teachers are; (1) to appeal to the illiterate, (2) to convey more exact meaning, (3) to ease communication, (4) to reiterate the point, (5) to capture attention.
- 4) There are 37 utterances or 25% which functions to ease communication, 34 utterances or 22.97% to get attention, 27 utterances or 18.24% to appeal to the illiterate, 27 utterances or 18.24% to reiterate the point and 23 utterances or 15.54% to convey more exact meaning.
- 5) There are 4 conditions of utterances made by teachers in the classroom. There are 49 utterances or 33.10% to make a point, 41 utterances or 27.70% wishing to create a certain communication effect, 40 utterances or 27.02% is someone concepts are easier to express in one of the language

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<sup>42</sup> Muhammad Asror, 2201404651, Language and Art Faculty, *Teachers' Explaining Technique: Code-Switching and Code-Mixing in the Classroom (The Case of Teachers of International Standard School of SMP N 2 Semarang in the Academic Year of 2008-2009)*, (Semarang: State University of Semarang, 2009), unpublished thesis.

and 18 utterances or 12.16% is lack of one word in either language from the total utterances made by teachers.

- 6) Based on interview, teachers code-switch and code-mix because of neither their weaknesses nor their deficit to speak English continuously. On the other hand, the teachers code-switch and code-mix because of their skill to make their students understand with the lesson easily.

Second is The Use of Code-Switching as a Solution to the Classroom Conflict which is a case of the first year teacher that conducted in SMAN 3 Semarang in the academic year 2009/2010 by Agung Wicaksono Dwi Nugroho, 2201405602, a student of Language and Art of State University of Semarang. The findings are<sup>43</sup>:

- 1) There are 74 utterances or 44.58% contain code switching from 166 utterances realized by the teacher.
- 2) There are 5 functions to be analyzed. Affective function appeared 10 times (13.51%), elaboration appeared 14 times (18.92%), emphasis appeared 19 times (25.68%), addressee appeared 17 times (22.97%) and clarification appeared 14 times (18.92%).
- 3) Factors causing the use of code-switching:
  - a) Teachers have responsibility to engage students mastering should try best. Hence, it will be a natural phenomenon to switch English into Indonesian or Javanese.
  - b) Misconception among teacher and students will occasionally appear.
  - c) Emphasis is usually accompanied by a change in voice intonation with higher pitch level. It indicates that teachers try emphasis the explanation with switching English to Indonesian or Javanese as the alternate language.

Third is Code Switching performed by Junior High School Students in English Class that conducted in SMPN 1 Kranggan in the academic year

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<sup>43</sup> Agung Wicaksono Dwi Nugroho, *Op. Cit.*

2009/2010 by Andhika Agus Setiyono, 2201405610, a student of Language and Art of State University of Semarang. The findings are<sup>44</sup>:

- 1) The frequency of times to speak found in teaching learning English as a foreign language in a classroom are: (1) Teacher Talking Time is language utterances (67.24%) and (2) Students Talking Time is language utterances (32.76%)
- 2) The frequency of the function of code switching:
  - a) The frequency of the function of teachers code switching:
    - 51 utterances of “topic switch” (40.8%)
    - 29 utterances of “offensive functions” (23.2%)
    - 45 utterances of “repetitive function” (36%)
  - b) The frequency of the function of students code switching:
    - 14 utterances of “equivalence” (45.16%)
    - 3 utterances of “floor holding” (9.68%)
    - 7 utterances of “reiteration” (22.58%)
    - 7 utterances of “conflict control” (22.58%)

Fourth is Code Switching in student conversation that conducted in BBC English Course ETS in the academic 2009-2010 by Iin Kurniawati, 2201405585, a student of Language and Art of state university of Semarang. The findings are:<sup>45</sup>

- 1) There are 159 functions in the 120 of code switching. The proportion of those functions is as follows: there are 7 instances of quotation, 7 instances of addressee specification, 17 instances of repetition, 24 instances of interjection, 27 instances of personalization and objectification, and 58 instances of facility of expression.

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<sup>44</sup> Andhika Agus Setiyono, 2201405610, Language and Art Faculty, *Code Switching performed by Junior High School Students in English Class in SMPN 1 Kranggan in the Academic Year 2009/2010*, (Semarang: State University of Semarang, 2010), unpublished thesis.

<sup>45</sup> Iin Kurniawati, 2201405585, Language and Art Faculty, *Code Switching in Student Conversation that Conducted in BBC English Course ETS in the academic 2009-2010*, (Semarang: State University of Semarang, 2010), unpublished thesis.

- 2) It can be concluded that the most frequent types found is inter-sentential switching, while the most frequent functions found in facility of expression. It is mostly used by the students of English course BBC because they find difficulties in finding the right word in conveying their messages at the time of speaking. Through this fact, we can also draw a conclusion that most of the students of English course BBC do not master English well especially the mastering of vocabulary.

From the fourth previous research positions, the first one explains the teachers' technique in code switching and code-mixing, the second is code as solution to the classroom conflict, the third is description of code switching that performed by the students and the last is also concentrated in students' code-switching in conversation. Whereas the writers' research position is in teacher's code-switching through teach in the classroom.