

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the review of literature related to the study. The aim is to give supporting guidance to the researcher to accomplish his research paper. This chapter will elaborate Previous Study, Sociolinguistics, Bilingualism, Multilingualism, Code Switching, Code Mixing, and The Differences between Code Switching and Code Mixing.

#### A. Sociolinguistics

Wardhaugh (1990:12) states that sociolinguistics is concerned by investigating the relationship between languages and society with the goal to make a better understanding of the structure of language and how language function in communication. While Gumpers in Wardhaugh (1990:11) states that sociolinguistics in an attempt to find correlations between social structure and linguistics structure and to observe any changes that occur.

Sociolinguistics argue that language exists in context, depend on the speaker who is using it and depend on where it is being used and why. Speakers mark their personal identity in their speech as well as their sociolinguistics, economic and geographical coordinates in time and spaces. Indeed, some researcher would argue that, since speech is obviously social, to study it without reference to society would be like studying courtship behavior without relating the behavior of one partner to that of the other. Two important arguments support this view. First, we cannot take the notion of

language X for granted since this in itself is as social notion in so far as it is defined in terms of a group of people who speak it. Second, speech has a social function both as a means of communication and also as a way of identifying social group. There are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and behavior. Certain evidence may be adduced to support this view; the age grading phenomenon whereby young children speak differently from older children and in turn children speak differently from mature adults; studies which show that the varieties of language that speakers use reflect such matter as their regional, social, or ethnic origin and possibly even their sex (or gender) and other studies which show that particular ways of speaking, choices of words and even rules for conversing are in fact highly determined by certain social requirements. The second possible relationship is directly opposed to the first; linguistic structure and behavior may either influence or determine social structure. The third possible relationship is that the influence is bi-directional; language and society may influence each other. One variant of this approach is that this influence is dialectical in nature. The fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure that each is independent of the other.

Sociolinguistics is a study about language in related by society condition. Hudson (1990:4) says that sociolinguistics is study of language in relation society, while Wardaugh (1990:12) states that sociolinguistics is

concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and how languages function in communication. While Gumperz in Wardaugh (1990:11) states that sociolinguistics is an attempt to find correlations between social structure and linguistic structure and to observe any changes that occur. As a result, sociolinguistics discusses social context and culture. People who speak to other will think what language variation, which they use to share information. People will choose the word carefully according to whom they speak.

According to Wardhaugh (2010:11) There are several possible relationships between language and society. One is that social structure may either influence or determine linguistic structure and behavior. Certain evidence may be adduced to support this view: the *age-grading* phenomenon whereby young children speak differently from older children and, in turn, children speak differently from mature adults; studies which regional, social, or ethnic origin and possibly even their gender; and other studies which show that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements. A second possible relationship is directly opposed to the first: linguistic structure and/or behaviour may either influence or determine social structure. A third possible relationship is that the influence is bi-directional: language and society may influence each other. A fourth possibility is to assume that there is no relationship at all between linguistics structure and social structure and that each is independent of the other.

Sociolinguistics also studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes. As the usage of a language varies from place to place (dialect), language usage varies among social classes, and it is these sociolects that sociolinguistics studies.

The study of sociolinguistic variation examines the relation between social identity and ways of speaking. The analysis of style in speech is central to this field because it varies not only between speakers, but in individual speakers as they move from one style to another. Studying these variations in language not only reveals a great deal about speakers' strategies with respect to variables such as social class, gender, ethnicity, and age, it also affords us the opportunity to observe linguistic change in progress.

There are various opinions by linguist about definition of sociolinguistics. According to Holmes (in Longman, 2001:1) "Sociolinguistics is study the relationship between language and society". Sociolinguistics is concerned with the relationship between language and context in which it is used. Sociolinguistics is related to social context when they interact one another in community. In addition, Fishman (2004:3) says that Sociolinguistics is the study of the characteristic of language varieties, the characteristic of their function and the characteristic

of their speakers as these three constantly interact, change and change one another within in speech community.

As a result, sociolinguistics is discussed in social context and culture. The people who speak to other people will think what language variation, which they use to share information. People will choose the word carefully according to whom they speak.

Nowadays, language develops and has many changes and variations depending on its influences. English, as one of international language has great influences on other languages including Indonesian. Many people often use English expressions in their conversation. Kachu (1996:89) defines Code Mixing as the use of two languages or more by putting the elements of one language into another consistently. The situation of sociolinguistics in Indonesia is complex. Indonesia is a plural language. Indonesia has many cultures and languages. Indonesian language is considered as National Language. Nowadays, many people mix their language in speaking in their society. Sometimes they mix the language between national language and foreign language.

## **B. Bilingualism**

According to Hammers and Blanc (2000: 6), Bilingual is defined as ‘having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker’ and bilingualism as

‘the constant oral use of two languages’. A bilingual person is, in its broadest definition, anyone with communicative skills in two languages, active or passive. The term bilingual is often reserved for those speakers with native or native like proficiency in two languages. It can be concluded that people who live in bilingualism community have the ability to use two languages without differences between native language and foreign language.

There is a popular metaphor in linguistics that language is a living organism, which is born, grows and dies. However, language is a human faculty, it coevolves with us, and it is we who give language its life, change it and, if so desired, abandon it. When we speak of languages contact, we are therefore talking about people speaking different languages coming into contact with one another.

Referring to bilingualism is sometimes easier than referring to bilinguals. Hammers and Blanc (2000:260) note that bilingualism refers to both a society in which two or more languages are in contact and an individual who has access to more than one linguistic code as a means of social communication.

Bilingualism is the ability to use more than one language. In bilingualism, there will be many people changing the language. It depends on language or variety to another is called code mixing. The mixing from one language or variety to another that code mixing. The change frequently takes place while the speaker is doing a conversation for some purposes.

Bloomfield (1993:56) defines the bilingualism as ability of the speaker in using two languages, in case the using of the first language as good as the second language. According to Bloomfield (1993:45), someone is called bilingual if he/she can use the first language as well as the second language. Many people ask about Bloomfield's concept about bilingualism, first, how to measure ability of the speaker in mastering two languages that they use, second, whether there are some speakers that use the second language as well as the first language. If there is, it is rarely to find someone who can master two languages as well. And in fact, it is more common for bilingual people even those who had been bilingual since birth to be somewhat dominant in one language. Whereas, someone who learns second language, the ability in mastering second language is always below the ability of first language.

Everyone is bilingual. There is no one in the world who does not know at least a few words in language other than the maternal variety. Competence in more than one language can be approached at both individual and social levels, and these not be as neatly connected as might first be thought. While it is true that a country full of multilingual people itself is multilingual in an obvious sense, it may nevertheless recognize only one or two varieties and thus, in another sense, be something less than multilingual. Conversely, a country may be officially bilingual or multilingual and yet most of its citizens may have only one single-language competence. Outright language choice is obviously available to bilingual individuals. It is also

common to find linguistics alteration occurring within one unit speech directed to one listener. In this classic volume, Weinrich (1993:1) stated that all such deviation from the norms of their language may be referred to as interference. It seems evident, however, that not every switch from one language to another result from the unwelcome intrusion which this term suggest speakers may often switch for emphasis the speaking. Different type of language transfer can be easily understood.

### **C. Code Switching**

#### **1. Definitions of Code Switching**

Code switching is a term in linguistics referring to alternation between two or more languages, dialects, or language registers in a single conversation, stretch of discourse, or utterance between people who have more than one language in common. For bilingual society, code switching commonly occurs in communication especially in oral form. Code switching is used in order to make the situation formal to informal, official to personal, serious to humorous, politeness to solidarity, and vice versa.

There are so many definitions of code switching proposed by some linguist. Richards (200:72) states that code switching is a change by a speaker or writer from one language or language variety to another one. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in different language.

A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in middle of sentences.

Code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations (Wardauhg, 1993:103). When two or more languages exist in community, speakers frequently switch from one language to another. Scotton (1996:56-57) explains code switching in term of theory of right and obligations. According to her, members of multilingual speech community are aware of the range of the codes that would be appropriate for a particular type of conventionalized exchange and they assign meaning to choices based on such expectations. Code switching is a linguistic term denoting the concurrent use of more than one language, or language variety, in conversation. Multilingual, people who speak more than one language, sometimes use elements of multiple languages in conversing with each other. Thus, code switching is syntactically and phonologically appropriate use of more than one linguistics variety.

Analyst peter Auer suggests that code switching does not simply reflect social situations, but that it is a means to create social situations. The communication accomodation theory (CAT), developed by Howard Giles, professor oc communicatiob, at the University of California, Santa Barbera, seeks to explain the cognitive reasons for code switching

and other changes in speech, as a person seeks either to emphasize or to minimize the social differences between him- or herself and the other person(s) in conversation. Prof. Giles post that when speaker seek approval in a social situation they are likely to converge their speech with that of the other person's speaking. This can include, but is not limited to, that language of choice, accent, dialect, and para-linguistic features used in the conversation. In contrast to convergence, speakers might also engage in divergent speech, which an individual person emphasize the social distance between him or herself and other speakrs by using speech with linguistic features charachteristic of his or her own group.

## 2. Function of Code Switching

The function of code switching will be introduced in various aspects. In educational contextr, the functionality of code switching in teachers' classroom discourse will be introduced with its aspects that are topic switch, affective functions, and repetitive functions. The focus will shift to students' code switching by introducing some basic functional perspectives, equivalence, floor holding, reiteration, and conflict control.

In order to have a general idea about these, it will be appropriate to give a brief his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught that moment.

In addition on the function of code switching named as topic switch, the phenomenon also carried affective function that 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. Another explanation for the functionality of code switching in classroom setting is its repetitive function. In this case, the teacher uses code-switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code-switches to native language in order to clarify meaning and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired students behaviours (<http://iteslj.org/articles/sert-codeswitching.html>).

#### **D. Code Mixing**

##### **1. Definition of Code Mixing**

Code Mixing is one of the terms in sociolinguistics. Code mixing is a change by a speaker from one language or language variety to another one. Code Mixing is a change from one code to another code or one language to another language. Code mixing emphasizes the formal aspects of language structures or linguistic competence. Code mixing refers to all cases where lexical items and gramatical feature from two languages appear in one sentence.

Code mixing refers to mixture of two or more language or language varieties in speech. Wardaugh (1990:103) says, code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of single utterance. It means that the conversant just change some of the elements in their utterance. Code mixing takes place without change of the topic and can involve levels of language. And as Thelander in Chaer and Agustina (2004:115) says that if in the single utterance the clause or phrase does not support the function of clause and phrase, it is called Code Mixing. However, studies on Code Mixing from one variety of language to another variety of the same language are equally discussed since they also reflect social cultural and individual preference.

Code Mixing is found when a speaker mixed two languages or more to achieve a particular purposes. Sometimes, a writer uses two or more languages to state about his ideas, instruction, message, or experience in order that the readers can receive what the writer has expressed. This problem is caused by the situation that demands language mixing and by the habit of the speaker that becomes the background of Code Mixing.

According to Nababan (1993:32), Code Mixing means to give illustration about speaking situation. If someone mixes two or more language in speaking by inserting other element of language (language variety), it means that he/she uses code mixing. Code Mixing can tell

about what the speaker wants in his/her speaking act or what the author want in his/her writing.

## 2. Function of Code Switching

The function can be divided into many categories such as for greeting, ejection, opinion, suggestion and emotional expression. According to Nababan (1990:31) sometimes the code mixing occurs when the speaker intends to show his/her educational status or his/her social class. Language mixing is also used to express emotion, close personal relationship and solidarity. The function of code mixing depends on what the speaker masters and what the aim of the speaker is. Code mixing is used in written and spoken languages. Magazine is one of examples of written language, and advertisement on TV or radio is one of the examples of spoken language.

### **E. The Differences between Code Switching and Code Mixing**

The definition of code switching and code mixing is almost similar. Some people have difficulty distinguishing between code switching and code mixing.

Code mixing and code switching is possible in bilingual or multilingual environment. As because it is not possible to either mix or switch in the same language, at least two languages are needed for the process of code switching or mixing to happen. Code switching is a universal language-contact phenomenon that reflects the grammar or per sentence of

both language working simultaneously. Code mixing is also a language contact phenomenon that does not reflect the grammars of both languages working simultaneously.

So, there is clear distinction between code switching and code mixing in which in code switching the conversant change the code in full sentence or utterance while code mixing occur when the speaker mix the two language in a single utterance that does not reflect the grammars of both languages.

Example;

- a. (Code Mixing) tujuanya untuk apa? Kenapa kok *tittle*-nya harus menggunakan *present*?

The speaker mixes two language; those are English and *Bahasa* in the middle of utterances.

- b. (Code Switching) Untuk mengingatkan kembali, to remind you, it is used when we want to report that someone said.

The speaker directly changes or repeat the languages that he/she speak from *Bahasa* to English.

The terms code switching and code mixing are often used interchangeably, but if used precisely the code switching implies more performance while the code mixing less incompetence. Code switching is conscious or deliberate while code mixing is not. For example, the bilingual children go through the mixing at their early stages of learning. While adults after becoming competent in at least 2 languages they show their performance of their learning by switching from one language to another.

## F. Relevant Studies on Code Switching and Code Mixing

There are some researchers who have conducted the study of code switching and code mixing. The first research was done by *Wiji Nurhayati* in 2016 with her research title “A Study On Code Switching Of Teachers Talk In English Classes” In her study she used descriptive method. She tried to figure out when the teachers used code switching and also the reason of code switching. The subject of the research is the English teachers of SMP N 3 Purwokerto. The result was good, this meant the english teachers mostly used code switching in the teaching learning process as it was shown in the observation, the interview results also underlined them. The aim of teachers code switching is for giving a good impact to students’ understanding material. The purpose of using code switching in SMP N 3 Purwokerto is very useful in increasing student’s understanding since they are still in junior highschool and need an easier treatment in how to understand English.

The second was done by *Pandu Pambudi* in 2012 with his research title “ Analysis Of Code Switching And Code Mixing In Reading 5 Class Of English Department Of Purworejo Muhammadiyah University”. In his study he used qualitative method. Since the data is in form of conversation sound between him and his student made by the lecturer. His objective is to classify the types of code switching and code mixing in the process of Reading V class and the reason why the lecturer switch and mix the language. The result showed that the main reason the lecturer use code switching or code mixing is the ability to understand or absorb the explanation in English as the

students sometimes find some difficulties for understanding the lecturer's talk. By switching or mixing the languages it will makes the students easier to understand the learning process. the lecturer also said that it is also considered as a useful strategy in classroom interaction, if the aim was to make clearer meaning and to transfer knowledge to students in an efficient way.

