

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. INSTRUCTION**

##### **1. Definition of Instruction**

Teachers have an important role in teaching and learning process. Teachers' efforts, practices and attitudes are important for understanding and improving teaching and learning processes. One of the teachers' effort in the classroom is giving instructions. Instructions is an important element to make the goals of teaching and learning process achieved. According to Smaldino, Lowther, Russell, and Mims (2015) define instruction as any intentional effort to stimulate learning by the deliberate arrangement of experiences to help learners achieve a desirable change in capability. So instruction is information that contains commands and explanations on how to behave or to complete a task.

Most of us can recall an experience where the facilitator delivered instructions, but we were unclear about what we were expected to do. And, as teachers, we shouldn't giving instructions that were misunderstood or incomprehensible to our learners. While occasional foibles in giving instructions are understandable, mastering instruction-giving is a fundamental aspect of good classroom teaching practice. Instructions and their delivery can be the determining factors as to whether a lesson succeeds or fails (Scrivener 2011). According to Ur (1996:16), research indicates "that learners see the ability to explain things well as one of the most important qualities of a good teacher." For example, Wragg and Wood's (1984:82) research found that the teacher's "ability to

explain is most highly valued.” So it can be concluded that teachers take an important figure to succeed the teaching and learning goal.

## **2. The Importance of Giving Instruction**

Instruction-giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. According to Byrne (1991), the importance of instruction is to make sure the learners know what to do before they start, otherwise they will make mistakes or do the activities badly. So, without clear instruction a success of tasks and activities is very uncertain. Nonetheless, good instruction-giving is a challenge for both native and nonnative language teachers, as well as for both seasoned and novice teachers. For all language teachers, however, instruction-giving is an area that deserves attention and practice, as it has a major impact on how well students are able to carry out activities and, as a result, how well they learn.

### **B. Code-Switching**

#### **1. Definition of Code Switching**

The ability to communicate our thoughts, emotions, and opinions to others is truly a remarkable ability. Our use of language can influence our self-concept and identity. Cultural influences are also reflected in our language and similarly influence how we conceptualize who we are and where we come from. Language has a social feature, which means that it is used by the members of society. The social aspect of language is studied by sociolinguistics, a subdivision of linguistics which studies social factors.

Bilingual communities use certain phenomena to make communication more effective and meaningful. One of these phenomena is "code switching" which we can observe mostly in second or foreign language classrooms. It refers to the use of two languages within a sentence or discourse. It is a natural process that often occurs between multilingual speakers who share two or more languages in common.

The term 'switching codes' was first used in linguistics in the theory of information proposed by Jakobson et al. in the early 1950s. According to Jakobson, different languages or different styles of the same language may have different codes. A code, as Jakobson defines it, is the speakers' system of speech that has to be interpreted by the listener. In early studies, the term 'switch' was used to describe the change between languages made by bilinguals according to changes in a speech situation. The motivation to switch was seen to be triggered by the changes of the speech situation, or in other words it did not occur in an unchanged speech situation, and certainly not within a single sentence (Weinreich, 1953). Researchers have defined CS differently. Di Pietro (1977) describes it as the use of more than one language by communicants in the implementation of a speech act.

Code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992:110). Code switching occurs mostly in bilingual communities. Speakers of more than one language are known for their ability to code switch or mix their language during their communication.

As Aranoff and Miller (2003:523) indicate, many linguists have stressed the point that switching between languages is a communicative option available to a bilingual member of a speech community, on much the same basis as switching between styles or dialects is an option for the monolingual speaker. To conclude, code switching is a phenomenon that is inevitable in bilingual communities. It occurs mostly in second/foreign language teaching and it can be used beneficially in classroom activities. Although it is phenomenon that may be considered incompetence in language, it is natural, and can be turned to a purposeful and useful activity in language classes

From definition before, it is learned that code-switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from a variety or style to another.

Based on explanation before, it is clear that the code-switching is language products that is produced naturally by the people who use multiple languages either a doubling in the level of words, phrases and sentence and the sentence does not violate the rules of this product in the preparation of the structure of words, phrases and sentences which in both languages.

## **2. Benefit of Code-Switching**

Switching from one language to another language is effective in continuously establishing EFL classroom communication. The use of code switching is to serve better in English setting where they provide clarification when a word or phrase is not known. The code exchange occurrences are welcomed in the class and may increase English competency if the frequency is

not excessive (Bista, 2010). In addition, code switching can be a useful strategy in classroom instruction if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. In short, the application of code switching is believed to be beneficial, particularly in order to motivate students to learn more, to engage and maintain students' attention, to provide a classroom atmosphere more conducive to language acquisition. This issue appears an interesting topic to explore. Considering the phenomenon discussed before, the fact shows that the teacher's instruction take a substantial role in learning process. One of the strategy is the use of code switching. Because teachers' strategy in giving instruction will give the influence to the students' understanding.

### **3. Reason and Factors of using Code-Switching in classroom**

There are some opinion about the factors of the use of code switching. Wardaugh (2006) discusses the factors that determine the choice of codes in any given situation. According to him, factors such as solidarity, accommodation to listeners, choice of topic and perceived social and cultural distance may exercise an influence on the choice of a particular code. Huagen (1972) states that switching may occur as a response to some kind of triggering such as change in the topic, a new addressee or a new domain that demands one language rather than another or the internal needs of the speaker himself/herself.

There are a number of possible reasons for switching from one language to another, and these will now be considered, as presented by Crystal

(1987). The first of these is the notion that a speaker who may not be able to express him/herself in one language switches to the other to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Secondly, switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language. An example of such a situation may be two people in an elevator in a language other than English. Others in the elevator who do not speak the same language would be excluded from the conversation and a degree of comfort would exist amongst the speakers in the knowledge that not all those present in the elevator are listening to their conversation.

#### **4. Types of Code-Switching**

According to Poplack (1980) there are three types of code switching, namely tag-code-switching, inter-sentential code-switching, and intra-sentential code-switching.

##### **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. Tag-switching occurs when a speaker inserts a tag statement from one language into another language. Tag-switching involves inserting a tag or short phrase in one language

into an utterance that is otherwise entirely in another language. This type of CS occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc, 2000). Tags include interjections, fillers and idiomatic expressions. Examples of common English tags are “you know”, “I mean” and “right”. Examples of this in English are taking phrases like you know, I mean, no way, etc, and then inserting them into a base language (Indonesian) sentence.

## 2. Inter-sentential code-switching

Inter-sentential code switching involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. According to Made Iwan (2012), an inter-sentential code switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. So an inter-sentential code switching is found when there is a sentence or clause formed in all English and then followed by the second sentence stated in base language with a pause between those two sentences or clauses.

## 3. Intra-sentential code-switching

Intra-sentential switching involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation. Intra-sentential code switching, according to Made Iwan (2012), is found when a word,

a phrase, or a clause, of foreign language is found within the sentence in a base language.

So, an intra-sentential switching is found when there is word, a phrase, or a clause inserted between words or phrases from another language without a pause.

