

CHAPTER II

LITERATURE REVIEW

This chapter describes relevant theories and relevant studies related to the research. Those theories focus on code switching, the importance of code switching, the types of code switching, the benefit of code switching and teaching speaking skill in Junior High School of Indonesia. They will later be used to design research instruments. In this chapter, previous studies regarding the use of code switching by teacher will also be discussed.

A. Code switching

This section presents relevant information about the platform: That is the definition of code-switching, the types of code-switching, the importance of code-switching and the benefits of code-switching in English teaching and learning.

1. Definition of Code Switching

Code switching is the alternate from one language to another (target language to first language) or vice versa within a conversation or utterance (Lightbown, 2001). Bullock and Toribio (2009) defined code switching as the ability on the part of bilinguals to shift readily between their two languages. Correspondingly, Al Heeti and Al Abdely (2016) stated that code-switching is a common multifunctional characteristic of bilingual speech in formal and informal situations. Simply put, bilinguals use code switching to attain specific functions in formal or informal settings.

Another meaning of code switching is provided by Clyne (in Abalhasan and Alshalawi, 2000), is a shift by a person or writer from one language or language variation to another. Code switching occurs when one person speaks one language and the other responds in a different language. People may begin speaking one language and switch to another during their discourse or even in the middle of a phrase. Cook (2013) provides a definition of code-switching involves switching from one language to another when both speakers are fluent in that language. In a nutshell, code-switching is the use of multiple languages in a conversation.

Bringing the concepts of code code-switching into a teaching and learning process, García and Wei (2014) defined a code-switching as a simple change in code or language; This is a common linguistic behavior that occurs in a language classroom if the teacher and student speak the same language(s) (Lo, 2015). Furthermore, code switching is using two language codes in the classroom by teachers or students (Lin, 2013).

Concerning the definitions from experts above, this study defines code switching is the shifting of one language into another language in the same utterance or during the same conversation.

2. The Importance of Code Switching

The practice of shifting from one language to another is expected in bilingual countries and EFL classrooms. Greggio and Gil (2007) stated that code-switching can be an essential part of teaching and learning English. Some people believe that code switching is a chance for languages to grow

because it makes it easier for people to send and acquire information (Skiba, 1997). It means code switching is a good sign of learning progress.

Tien and Liu (2006) asserted that low-proficiency students viewed code-switching in their EFL classes as a benefit for enhancing comprehension, particularly for providing similar comprehension and outlining classroom procedures. In other words, it can be utilized as a method for teaching second languages or as a tool for facilitating language development by providing language samples (Cook, 1989; 1991).

In conclusion, code switching practice is crucial in teaching and learning because it serves essential functions that can be valuable in language-learning environments and also increase English proficiency.

3. The Types of Code Switching

This section is intended to discuss the different types of code switching. Poplack (in Ardian, 2019), proposed different types of code switching within the scope of this study. Poplack distinguished three different types, namely tag-switching, inter-sentential, and intra-sentential. The ability of the speaker to switch between languages is considered in these types of code-switching.

a. Tag Switching

Tag-switching is the insertion of a short expression (tag) from a different language by a bilingual speaker. Tag switching is the insertion of short tags or phrases in one language into a speech, if not entirely in another (Poplack, 1980). This type of code-switching is very

straightforward and does not require a high level of proficiency in both languages, as there is a low risk of violating grammatical rules. Holmes (2001) states that tag-switching is sometimes called "interjection," a sentence filler in other languages that is a marker of ethnic identity. Here is an example of tag switching from an Indonesian-English bilingual: "I should go there, *kan?*" (I should go there, shouldn't I?) (Pasaribu, 2013)

b. Inter-sentential Switching

Inter-sentential switching occurs at the clause level or outside of a sentence (Wei, 2000). Inter-sentential switching can also occur between speaker turns (Mujiono et al., 2013). In other words, inter-sentential switching is when a speaker switches from one language to another in a different sentence or after the turn-taking with another speaker. Here is an example of inter-sentential switching from an Indonesian-English bilingual: "*Tugasku sudah selesai*. I'm going to sleep now." (Suhardianto & Afriana, 2022)

c. Intra-sentential Switching

Intra-sentential switching is the most complex type among the three (Poplack, 1980). In intra-sentential switching, code switching occurs between two codes within a clause (Eko, 2019). This means that the speaker has inserted phrases and clauses from another language into the same sentence. That is, the speaker switches from one language to another in the same sentence. Mujiono et al. (2013) explain that it

switches at the clause, phrase, or word level if no morpho-phonological adaptation occurs. Here is an example of Intra-sentential switching from an Indonesian-English bilingual: “I’ll give you a gift *kalau kalian bisa jawab.*”(Nasution, 2018)

Those are three types of code switching usually practiced by teachers. Hence, this research will investigate the practice of code switching, especially in English classes.

4. The Benefit of Code Switching in English Teaching Learning

There are some advantages of code switching in English teaching and learning. Ahmad, BH and Jusoff (2009) discovered that teachers' code switching is widely believed to be an effective teaching strategy when dealing with low English proficient students to communicate and enhance their understanding of the lesson. It means code switching helps the students learn a language better (Nordin, Ali, Zubir, & Sadjirin, 2013).

★ Code switching occurs unconsciously by teachers and is a good strategy for explaining instructions, translating complex vocabulary, managing class, giving background information, and reducing students' nervousness (Jingxia, 2010; Yao, 2011). Experimental research by Macaro (2009) showed the impact of codeswitching on students' vocabulary learning during listening comprehension activities in a lexical Focus-on-Form context. Eighty first-year students of English as a second language in a Chinese university were stratified by proficiency and randomly assigned to a code-switching condition or an English-only condition, and their

vocabulary results were compared to those of 37 students who did not receive lexical Focus-on-Form treatment. Results clarified that lexical Focus-on-Form leads to improved vocabulary acquisition than incidental exposure alone. Moreover, the outcomes presented preliminary evidence that teacher code-switching (to L1) may be more effective than the teacher giving L2-only information on vocabulary acquisition. In other words, code switching as a teaching strategy has many beneficial impacts on English-language learners, including vocabulary learning.

In a social context, code switching helps foster a pleasant and supportive rapport between students and teachers. The students give more respect to the teachers who switch codes during classes, and most of them believe that code switching also helps them to score better in exams (Alenezi, 2010). Besides improving the students understanding, it also builds a good relationship between the teacher and students. Kim (2006) indicates the positive aspects of code switching for language education by discussing societal factors related to the causes and motivations for these phenomena, in which code switching helps teachers foster a better rapport with students (Moghadam, Samad, & Shahraki, 2012).

From the explanation above, it can be concluded that code switching not only enhances students' comprehension and implementation of the material but also creates a positive learning environment.

B. Teaching Speaking in Junior High School of Indonesia

Speaking is one of the essential second language learning skills that one should master. However, learning a foreign language is challenging since it takes a lot of time and efforts especially for adults as opposite to children who are able to acquire more than one language in childhood. Shumin (2002) stated that speaking a language is particularly difficult for foreign language learners because effective verbal communication depends on using the language appropriately in social interactions. Interaction variation involves verbal and paralinguistic discourse elements, such as pitch, stress, and intonation. In addition, gestures and body language, facial expressions, and other non-verbal cues may accompany speech or convey messages directly without the use of words.

Differing cultural assumptions regarding specific interactions' goals and encounters' anticipated outcomes also influence communication. Due to limited exposure to English outside the classroom (Spada & Lightbown, 2006), adult EFL students typically need to improve in spoken English, particularly in fluency, idiomatic expression control, and cultural pragmatics comprehension. Few can reach native-like verbal communication skills. The biggest challenge for non-native English speakers is oral skill development (Gani, Fajrina, & Hanifa, 2015).

In teaching speaking, many teachers have tried to find suitable methods, strategies, techniques, media, and teaching materials to make the most of it. They have worked hard to maximize the teaching and learning process in every way. However, many students continue to believe that speaking is the most

challenging skill they must master. High school students do not emphasize this skill because they must acquire all integrated skills. Djahimo et al. (2018) stated that some EFL school teachers think teaching speaking skills separately in junior and senior high schools is unnecessary because it is not tested on school or national examinations. This implies that speaking is not considered an essential skill for junior high school students to acquire. Despite speaking skills being ignored in high school exams, people still believe that the ability to communicate in the target language is the best indicator of whether or not a learner is effective in the learning process (Nunan, 1995).

Based on the curriculum Merdeka on speaking aspects, the aim of teaching speaking English in Indonesia is to enable the students to communicate their ideas and experiences through demonstrating a developing use of specific vocabulary and simple sentence structures. In addition, Tarigan (2015) stated that speaking is a tool for communicating ideas arranged and developed according to the listeners' needs. In other words, speaking is a process of thinking and reasoning so that someone's speech can be well received and understood by other people or listeners. Speaking has a close relationship with listening skills. Hence, to increase student understanding, the teachers need to develop the process of thinking through code switching so that teacher's material can be delivered well and enhance students' ability to convey their ideas and experiences.

C. Relevant study

Some researchers did similar research on code switching. Afifah et al. (2020) analysed code switching used by an English teacher in the teaching process. Their research aimed to understand and interpret human or social behaviour about the types and functions of code-switching used by an English teacher to the eleventh grade at MAN 1 Pidie. They found that code switching the teacher used code-switching in the frequency of 'periodically' for intra-sentential, tag-switching and inter-sentential code switching. The research showed that tag-switching is the type most used by the teacher in the classroom. The teacher used this type 18 times. Besides, for the function of code switching, the percentage of the topic switch function is 45.65%, so it could be considered that the teacher mostly used the topic switch function. The difference between this research is in the aims of the research, where this research will find out about the reason for code switching used by the English teacher.

Another researcher also took code switching as the research topic, Anggraeni and Dewi (2020) analysed code switching used by Boy William in a breakout program on Net TV. Their research was carried out to discover the types and the most dominant type of code switching by Boy William. They used the descriptive qualitative method by collecting the data from three episodes of the Breakout TV program. The data was taken by focusing on Boy William's utterances. It found 40 data categorised into three types of code switching: inter-sentential code switching, intra-sentential switching, and tag-

switching. The research outcome showed four inter-sentential code switching used in Boy's utterances, 35 intra-sentential, and one tag switching. In brief, from three videos, the researchers observed 10% of utterances inter-sentential, 87,5 % using intra-sentential, and 2,5% tag switching used by Boy William in the Breakout music program on Net TV. Then, intra-sentential code switching is the most frequently used by the speaker. The difference in this research is in the subject of study and the technique of data analyses.

In conducting the research on code switching, Abdullstar Sadiq (2022) researched the function of code switching in EFL classrooms at Tishk International University also found that lectures code-switch for different purposes: explaining the topic, asking the question, checking students' understanding, and classroom management. In addition, during the interview, two lecturers claimed that they do not employ code switching in the classroom, but it was observed that they do when instructing. The research aims to investigate the function of code switching on EFL students. Moreover, it examines the lecturers' view toward code switching in ESL classrooms. The observation and interview were conducted to collect data among three groups of twenty-five students. The outcome of the observation was compared to the interview result for a more suitable analysis. However, the previous study analysed the function of code-switching on EFL students and investigated the lecturers' perspective towards code-switching in ESL classrooms. Meanwhile, the current research analyses code switching used by teachers.