

## CHAPTER II

### LITERATURE REVIEW

This chapter deals with the related theories used to analyse and review related research. Specifically, the researcher discusses similar research that some researchers did. The next part contains a theoretical framework. It explains the contribution of the theories that would solve the problem of the research.

#### **B. 1. Theoretical Framework**

The researcher explains one important theory in this chapter. The theory is important to assist the researcher in carrying out this research. This section describes the theories used to examine and answer the research topic. The researcher applies the theories discussed in this chapter to answer research questions.

##### **B. 1. 1 Ecolinguistics**

According to Dash (2019), ecolinguistics is either an ecological or linguistic study of language ecology, the ecology of language, language ecology, ecosophy, and several other terms derived from mutations or combinations or association with 'ecology' and 'language'. Isti'anah (2020) stated that scholars have focused on language and ecology as one approach to understanding the global warming issue. Though language and ecology appear to be independent fields of study, language has a significant role in ecology.

Language's roles in ecology are to observe how education systems develop, how those systems lead to enormous despair and ecological destruction, and how education is brought into being. Luardini & Sujiyani (2018) also added that in Indonesia, ecolinguistics is used to teach English as a foreign language. Using this strategy, English is taught to students by linking the classroom lesson to the student's daily lives in the community. English teachers are required to teach English successfully and make the teaching-learning process in the classroom as dynamic and meaningful as practical. Meanwhile, students are instructed by

employing educational tools connecting them to their natural and cultural environments. Ecolinguistic links the study of language with environment. By using ecolinguistic student learn English to represent the nature or environmental that they deal with everyday. To incorporate it teacher develop instructional material or conducting experience and assignment relevant learning which draw on student real life experiences situation in class. When students know the relationships between the lesson in the classroom and real life, they realise the advantages or significance of learning. Thus, CS can be appeared in ETL process in bilingual ecosystem situation.

### **B. 1. 2 Multilingualism-Bilingualism**

Bilingualism refers to the capacity to speak and understand two languages fluently. It is the ability to effectively communicate in two different languages, whether through speech, writing, or reading. Bilingual people may effortlessly switch between the two languages, and they frequently comprehend and appreciate the intricacies of each. Bilingualism can also refer to multilingualism, which involves speaking many languages. Some academics define plurilingualism as speaking more than two languages. In other words that few bilinguals are as proficient in a second language as they are in their native language. And, if they do speak multiple second languages, they do not necessarily speak them all equally well (Aditiya, 2021). The present definition of "multilingualism" is broad and inclusive. Google Scholar searches for "bilingualism" reveal 133,000 hits compared to 50,600 for "multilingualism." This could be due to the latter's use of alternative terminology such "plurilingualism" (Dewaele, 2015). Multilingualism has grown to become a dominant feature of schooling across the world. Multilingualism and academic accomplishment are inextricably linked to other socio-educational goals, such as integration. Additional language learning has a positive effect on first language literacy, including a greater use of learning strategies (Evans, 2019).

### B. 1. 3 Code Switching in TEFL

Ferguson stated in his research that teachers have developed pragmatic ways of dealing with situations in which students' proficiency in official language communication is restricted. One of these is that they switch between languages or CS. He divided CS into:

#### 1. Curriculum Access

According to Ferguson (2003), CS for curriculum access plays an important role in talking around written texts and mediates textual meaning for students who have limited control over the language of those texts, a difficulty that is more likely to occur and be more severe in later grades after the transition to English medium. For example, teacher and student are negotiating bilingually the meaning of a sentence in the pupils' textbook

T: *Nah untuk positifnya subject plus verb one. Kalo he she it kita tambah s/ies/es.*

S: *itu verb berapa si bu*

T: verb one

T: for example subject *nya siapa?*

S: she

#### 2. Management classroom discourse

In particular, code contrast frequently contextualises a movement away from the lesson's subject matter and toward a concern that is "off-lesson" — such as disciplining a student or directing their attention. It may also distinguish the discussion of the lesson material from what we would call the management of student learning, which includes settling disagreements over task instructions, asking for student participation, correcting students, designating a specific recipient, and so on.

#### 3. Interpersonal relation

The third category of functions emphasises that classrooms serve as informal learning environments where teachers and students negotiate

identities and connections in addition to being formal learning spaces. If the chance presents itself, the teacher may use the local language to establish a connection with each student, foster a greater sense of personal warmth, and promote higher student participation. In addition to belonging to a profession, teachers also participate in their local community. Most of the time, they carry out their instructional duties under clearly selected circumstances. They normally carry out their roles as teachers in situations that are classified as pedagogical, but frequently, they might want to emphasise something other than their teacher personal, like when they give students feedback or offer praise and highlight their shared community membership with their students.

## **B. 2. Review of Related Research**

Some researchers have done the research about CS and language ecosystems at school. Some supportive writings have similar subjects, concepts, theories, or the same topic and issue.

### **B. 2. 1 Function of CS**

Mohamed Adriosh, Özge Razi (2019) entitle Teacher's CS in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. This research focuses on 1) the Function of the teacher's CS, 2) knowing the teacher's attitudes to the feasibility of CS in the classroom, and 3) Analyzing students' attitudes and responses to CS that teachers use. This research method is an ethnographic approach, one of a qualitative study. The data collection procedures by 15 teaching hours record and using a classroom observation checklist to explore the classroom interaction for two class sessions. The theoretical framework that is used is Ferguson's theoretical framework, which is used to study the roles of CS and the matrix language frame to determine the dominant language in the classroom. As a result, for educational and interpersonal reasons, both teachers and learners used their first language (Arabic). Another fact that both teachers and students have a

positive attitude about the usage of L1 (Arabic) says that the L2 (English) learning experience cannot be optimized if L1 makes valuable contributions.

Studies by Xuejun Ye (2021) entitled *Code-switching in Chinese Junior Secondary School EFL classes: functions and Student Preferences*. He has shown that code-switching (CS) is commonly employed in English as a foreign language (EFL) schools in China. However, the functions of CS in Chinese secondary schools remain unknown. This study uses an ethnographic approach. The CS taxonomy created by Ferguson (2003, 2009) is used in this analysis as the most comprehensive framework for combining the functions explored in prior investigations. The concept was based on his meta-analysis of CS research in post-colonial classrooms. He classified classroom computer science functions into three major categories: knowledge construction, classroom management, and relationship building. This study involved six teachers, six classrooms, and twelve students from a private junior secondary languages school in Chengdu, the capital city of Sichuan Province. Data was collected by observation, audio-recorded for 15-30 minutes, and in-depth interviews. According to the findings of this study, Mandarin is mostly utilized to replace knowledge gaps. In contrast, the Sichuan dialect has proven to be an efficient means of managing off-lesson behaviours, such as reprimanding students. Furthermore, both Mandarin and the Sichuan dialects play an equal role in creating an active learning environment and a healthy teacher-student connection.

Another research conducted by Temesgen & Hailu (2022) entitled *Teachers' CS in EFL classrooms: Functions and motivations*. This scientific work discusses the functions and reasons for teachers' CS in the Ethiopian context. Teachers used CS to explain new terms, explain complex concepts, give instructions, manage classroom discipline, verify students' comprehension, and motivate students to participate. Teachers also utilized CS in topic subjects for question shifting, explanation, increasing involvement, repetition, floor-holding, and confirmation. The researcher used a quantitative case study for research design. The data was collected by audio-assisted observation in 24 classroom observations eight times, and it lasted about 45 minutes for each class session. Three teachers became

participants who purposely did so on the basis of the following criteria. For the result, the three teachers used CS for academic purposes such as checking students' understanding, explaining grammar and vocabulary, reviewing lessons, correcting errors, delivering culture-related messages, euphemism purposes, and compensating teachers' English incompetence. Teachers often employed CS for administrative purposes such as reprimanding, grabbing pupils' attention, changing topics, issuing instructions, and transitions. They also employed CS as a social technique to infuse comedy, create relationships, and offer praise.

### **B. 2. 2 Language Ecosystem**

A study about language ecosystems was conducted by (Migiez, 2021). The research was conducted to obtain real and significant information about the students' performance when they received English classes in a natural environment by collecting their opinions, ideas, and habits that occurred in the classroom. As a result, in a bilingual ecosystem class, a teacher plays multiple roles, especially being a communicator, facilitator, motivator, and organizer, in order to allow the teaching-learning process; the utilized activities in a bilingual environment are songs, videos, dialogues, brainstorming, role plays, articles, short texts, essays, and summaries because they contribute to language learning and facilitate its practice. He suggests in the next research that to create a bilingual ecosystem, a teacher performs several roles, in particular, communicator, facilitator, motivator, and organizer in the class to develop relevant, suited, and accurate language instruction in students. To achieve this, teachers should practice songs, videos, dialogues, brainstorming, role plays, articles, short texts, essays, and summaries in order to develop learners' language skills.

Another research on the same topic is from Rahmiani & Marwandi (2022). They conducting research in a vocational school of industrial technology. They collected primary source data through collaborative learning observations in the laboratory, school interviews, and research activities' documentation. This research found the following results: Bilingual Language Ecosystem (BLE) in English learning at SMK SMTI Pontianak requires collaboration between teachers and a

specific field of scientific integration. English Teachers and Productive Teachers collaborate in a practical learning setting in a laboratory/workshop if they agree and modify lesson plans for the two disciplines collaboratively. This research suggests collaborative learning can help students improve their English skills, which were previously confined to only 90 minutes per week of English subjects. This is an option for vocational schools to give enough time to English learning.

However, the previous study analysed the function of CS used by teachers in the ETL process and the language ecosystem in a community of ETL. Meanwhile, the current research analyses CS in the ETL process both of teacher and student; besides that, the researcher also observes the language ecosystem in the environment because SMK N 1 Purwokerto does not only consist of one language but many languages, including Javanese, Indonesian, and English.

