

## **CHAPTER II**

### **LITERATURE REVIEW**

In the academic field, one of the skills that students need to learn is writing skills. Due to Adler-Kassner and Wardle (2015), the subject of study is often surprising, partly because writing is often seen as a final result of people's ideas in seemingly rigid forms. It can be emphasized that writing is often called a 'basic skill.' Writing is one of the ways of communicating opinion throughout centuries (Yagelski, 2021). He stated that we must add attitude to our writing to make it essential. According to Yagelski (2014), students use writing as a medium to finish their assignments and also to express their feeling. Writing is often seen as just one part of teaching and learning grammar and syntax, underestimating the nature and necessity of writing and hindering its growth. The development of this skill has therefore received a great deal of attention in learning and teaching from the very early stages of language teaching (Fareed, et al., 2016). Ariyanti (2016) believes that writers should be able to process ideas and create something that makes sense and is logical for the reader. Improving writing skills can be learned in any environment. The most general reasons for writing that have been proposed by Bailey (2014) are:

- To report on the research conducted by the authors
- To answer questions asked or selected by the authors
- To discuss issues of common interest and national authors' opinions
- To write the study conducted by others on the topic to summarize

Again, the term writing was emphasized by Giltrow et al. (2021), that logical and well-organized are terms of writing. Klimova (2014) said that students must use their cognitive skills when writing; therefore, they must analyze sources and summarize them in compact sentences since writing is an academic requirement and an essential skill for success beyond higher education. This is one of the most necessary skills people should have (Dhanya & Alamelu, 2019). But sometimes, several phenomenons appear in writing, which will be explained as follows:

#### **A. The Concept of Code-Switching and Code-Mixing**

The role of code-switching is to wrap all types of language mixing (Li, Zheng, & Graham, 2022). Deuchar (2020) assumed that while other researchers doubt switching and borrowing, it is measured from a written length, so if a sentence is more accessible to write than the other, it is ultimately code-switching. Sobahle (2013) explained the usage of code-switching in social life when the data showed that the closer the person was, the more code-switching occurred, so it seems to follow an observed pattern:

1. Merely with certain people
2. When we are talking about specific topics
3. When we want to exclude others
4. When highlighting points.

Murtiningsih et al. (2022) found that code-switching is a natural occurrence where people use multiple languages to express their thoughts, code-switching contains two languages, one of which is the native language, and in direct conversation, these codes transition to another language at the

same time. For the social function, Hizriani (2017) believes that the phenomenon of switching codes between Indonesian and English occurs not only in everyday situations, but recently, the technique of code-switching has become common in Internet communications.

Code-switching switches the status from one code to another. When the speaker first uses code A (language), change the code to code B (another language), where mixing code includes mixing two languages or using both languages together in one utterance (Harya, 2018).

Previous studies by Mabule (2015) have found many features and reasons why people switch or mix code. These reasons are;

1. To fill in gaps or lack of appropriate terminology
2. To create communication between different cultures and language groups
3. To communicate effectively and adapt to the use of other languages in conversations with different people at different levels
4. To explain your points or yourself in another language because certain words and phrases are more appropriate in one language
5. To affirm identity and sometimes social status, and
6. To highlight or verify something

As Muysken (2000) assumed, code-mixing is divided into three concepts: insertion, alternation, and congruent lexicalization.

1. In insertion, the borrowing, nonce-borrowing, and constituent insertion phenomena belong to the same general class and are governed by the same rules.

2. The alternation mixing technique keeps the clause's two languages reasonably distinct.
3. If congruent lexicalization frequently occurs in a bilingual context, there are two possible causes:

There are too many homophones and diamorphs, which act as links or catalysts for code-mixing. Without necessarily having any lexical relationship, code-mixing is conceivable due to a generic structural equivalence, both categorical and linear

The code-mixing hypothesis states that when two transformation languages form the emergence of a third code, the latter has unique structural features in the new codes (Liu, 2008). There is a connection between language and human feeling. Andre (2017) stated that utilizing code-mixing in communication is essential in providing opportunities for individuals to express their feelings and thoughts and form their identities. Mixed code occurs without a clear motive or causal elements and usually falls out of relaxed atmospheres and habits (Mustikawati, 2014). Studies such as that conducted by Firima (2018) have shown there are functions of code-mixing in writing—first, the ability to use code-mixing to push through or persuade ideas in opinion papers. Second, code-mixing has a feature that deserves an explanation. Third, demonstrating intelligence and code-mixing languages using code-mixing capabilities

## **B. The Factors Influence Code-Switching and Code-Mixing Appear**

A qualitative study by Fanani and Ma'u (2018) involved three aspects are identified in the study as the driving forces behind the usage of code-switching in the English language acquisition process, where the code-mixing phenomena that happen during the learning of English are influenced by background elements dependent on the casual environment of the speaker.

### 1. Factors influencing code-switching:

- a. Quoting Text; the English sentence in the middle of the two Indonesia sentences is where the code-switching occurs.
- b. Clarifying Intention; clarifying the intent is the goal of code-switching.

### 2. Factors influencing code-mixing:

- a. Conversational Habit; when individuals mix codes in their communication without particular thought.
- b. Absence of Difficulty in Finding Established Equivalence; a worry that others would not agree with the established equivalency could cause the meaning to be misinterpreted.
- c. Impression of Being Modern; people often combine the code with English to appear more current.

Similarly, Sugiantari (2018) found other factors influencing people to use code-switching and code-mixing. These factors are Polyglotism, Topics, Affirming Message Content, Prestige, Limitation of Meaning, and Unintentionality.

1. Factors influencing code-switching:

- a. Polyglotism; the capacity to speak five or more languages, is one factor contributing to the incidence of code-switching in communication activities. The term polyglot refers to a multilingual group of people fluent in a certain minimum number of languages, often six or more. As to how polyglots differ from other multilingual, it has been pointed out that the reason they learn many languages is not a need or convention but a personal tendency, obligation, or desire (Hyltenstam, 2021).
- b. Topics; the subjects of conversation also influence whether or not code-switching occurs during communication activities.
- c. Affirming Message Content; the emergence of circumstances that follow such an utterance may be brought on by the speech itself or by the speaker's conscious intentions.

2. Factors influencing code-mixing:

- a. Prestige; the speaker's usage of the English sentence is intended to showcase his proficiency in a foreign language, specifically English, which the general public views as having exceptional communication skills or Prestige.
- b. The Limitation of Meaning; is a possible event due to the two languages' disparate linguistic, social, and cultural backgrounds.

- c. Unintentionally; a speaker who unintentionally uses a component of another language, causing other linguistic features to appear in their speech.

#### **D. The Impact of Code-Switching and Code-Mixing**

Several studies have investigated the impact of code-switching and code-mixing on students' skills, but not all examined writing skills. In their research, Shafi, Kazm, and Asi (2020) found that switching from L2 to L1 does not adversely affect student learning in L2; code-switching is used in language classes as a language strategy to facilitate conversation and helps maintain communication in the ongoing process. This view is supported by Noorbar and Mamaghani (2017), who writes that code-switching significantly impacted learners' willingness to communicate, as well as their oral proficiency and accuracy. The results show that when considering the impact of code-switching on L2 learners, it concluded that it does not interrupt. Instead, it speeds up the learning process.

The previous section has shown that code-switching greatly impacts students' confidence in communication, where communication is one of the purposes of writing. One of the limitations of these studies is that they omitted code-mixing, and there is no recent study investigating the impact of code-mixing on EFL learners.

## **E. The Concept of Captioning**

When students play social media, they will find a feature named caption. Due to technological advances in this area, students diligently express their thoughts and opinions using visual images and text captions on social media platforms rather than just posting in plain Text (Chaubey et al., 2022).

Picture captioning is often the process of generating a brief description of an object and information about the scene within an image (Amiran et al., 2020). Captioning is a cross-task of computer vision (CV) and natural language processing (NLP), an easy task for those with exceptional life experiences (Geng et al., 2022).

## **F. Previous Study**

Code-switching and code-mixing have become popular in recent research because the phenomena are now widespread in everyday life. Therefore, many researchers have already done research in this field. Between these research, the researcher took several previous research to be explained and compared with this research.

1. Teachers' Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom by

The research aimed to identify the types of code-mixing and code-switching most commonly used by English teachers in middle school EFL classrooms. The participant in that research was two teachers from total English teachers in Junior High School 14 Padang who had been

teaching English at grade VIII junior high school 14 Padang for more than ten years. They mixed and switched codes among Minang, Indonesian, and English languages.

Teachers teaching English at Padang Grade eight Middle School for more than ten years mixed and switched the languages of Minang, Indonesian, and English. Using a qualitative design, the data from that research was collected using observation, voice recording, and interviews in the EFL classroom. The data analysis was done through several steps: they listened to the recorders several times. They made a detailed script about the utterances (code mixing and code switching) in the teaching activity. Secondly, they differentiated between the observation data with the interview data. And for the last step, they analyzed the English teachers' utterances related to the types of code-mixing and code-switching based on observation data.

The difference between previous research and this research is that the previous research aimed to seek the meaning behind code-mixing and code-switching. In contrast, this research aims to find the factor and the impact of code-switching and code-mixing on EFL students' writing skills. As a result, the study found three types of code-mixing in teacher-student utterances in EFL classrooms. This included shuffling chords within sentences, dictionaries, and shifting pronunciation.

The study also found that her four code-switching types were in teacher and student utterances. They were randomly mixed with English

and Indonesian translations or vice versa. It turns out that code-mixing and code-switching in teaching and learning English are inseparable. This study demonstrated that English teachers used chord mixing and chord switching when teaching them to speak in several styles.

2. An Analysis of Code-Mixing and Code-Switching Used by Indonesia Lawyers Club on TV One by Silaban and Marpaung (2020)

This research aimed to study code-mixing and code-switching in Talk Show Program Indonesia Lawyer Club on TV One. The researchers hoped to help students overcome the code-mixing and code-switching problems that students use in everyday conversations, especially by assisting teachers in thinking in English. The research was descriptive qualitative methodology, with the data source collected from a video downloaded from YouTube, something or place that provides information for a piece of research.

To manage the data, the researchers watched and observed Talk Show Program Indonesia Lawyers Club on TV One and then wrote their conversation sentences related to code-mixing and code-switching. The data analysis had done by annotating the transcript, classifying the code-switching and code-mixing from the conversation, describing the code-switching and code-mixing, and then converting them to percentages. As a result of analyzing the video, there were 42 types of data for code-mixing and code-switching. Among code-mixing and code-switching types, the most frequently used type was code-mixing outer with 31/42

data, and the least used type was code-mixing inner with 2/42 data. The difference between previous research and this research is that the previous research focused on analyzing the data from the documentation. In contrast, the present research focused on analyzing the data from questionnaires and interviews.

3. Factors Influencing Teachers to Use Code-Switching and Its Types Used in The Classrooms by Murtiningsih, et al., (2022)

Of the myriad studies on code-switching, very little has been studied on teachers' use of code-switching and the factors influencing their teaching practice. The purpose of the current study was to examine the motivations of EFL teachers to apply code-switching and the types of code-switching EFL teachers use in their classrooms. By using a qualitative case study as its design, the data was collected through in-depth interviews and observation.

The participant was two EFL teachers at a private university in Yogyakarta, Indonesia, with experience in code-switching. The difference between the previous research and this research is that the previous research utilized in-depth interviews and observation as its instrument. In contrast, the recent research used a close-ended questionnaire and structured interview. The previous research discovered five reasons teachers use code-switching in EFL teaching and learning; discuss specific topics, make teaching and learning more hands-on, manage classrooms, build social relationships, and encourage active

student participation. Additionally, the observation found three types of code-switching that EFL teachers use in the school. The study suggested that while code-switching has some benefits, teachers should use code-switching as infrequently as possible to maximize student exposure to the English language.

4. Code-Switching and Code-Mixing in English Learning Process by Fanani and Ma'u (2018)

The study was conducted to describe the types and reasons for code-switching and code-mixing in the English learning process of MA KHAS Kempek Cirebon. The study was a qualitative descriptive study based on case studies. The purpose of this research was to analyze the types and factors that cause code-switching and code-mixing to occur. Three English teachers who taught the XI Grade was invited to be involved as a subject.

Five parallel classrooms were then included in the study and data were collected via recorders. Meanwhile, researchers conducted focus group discussions (FGD) to triangulate the analysis results. FGD was performed to test response validity and data validity. The difference between the previous study and this study is that the previous study aimed to analyze the types and factors that cause code-switching and code-mixing to occur by using case studies. The present study aimed to determine the factors influencing students to apply code-switching and code-mixing by using a survey. The types of code-switching are; (a)

interstitial code-switching. (b) Switching codes within a Set. (c) Tag switching code-switching. On the other hand, the types of code mixing are; (a) Rolling Code Shuffle. (b) Merge inserted Code. (c) Combined lexical code-mixing. Code-switching drivers are text citations, clarifications of specific details, and instructions to students. In contrast, code-mixing drivers are divided between first and second languages and influenced by speaking habits, finding no established equivalence, and getting the impression that they are people of the present.

### G. Basic Assumption

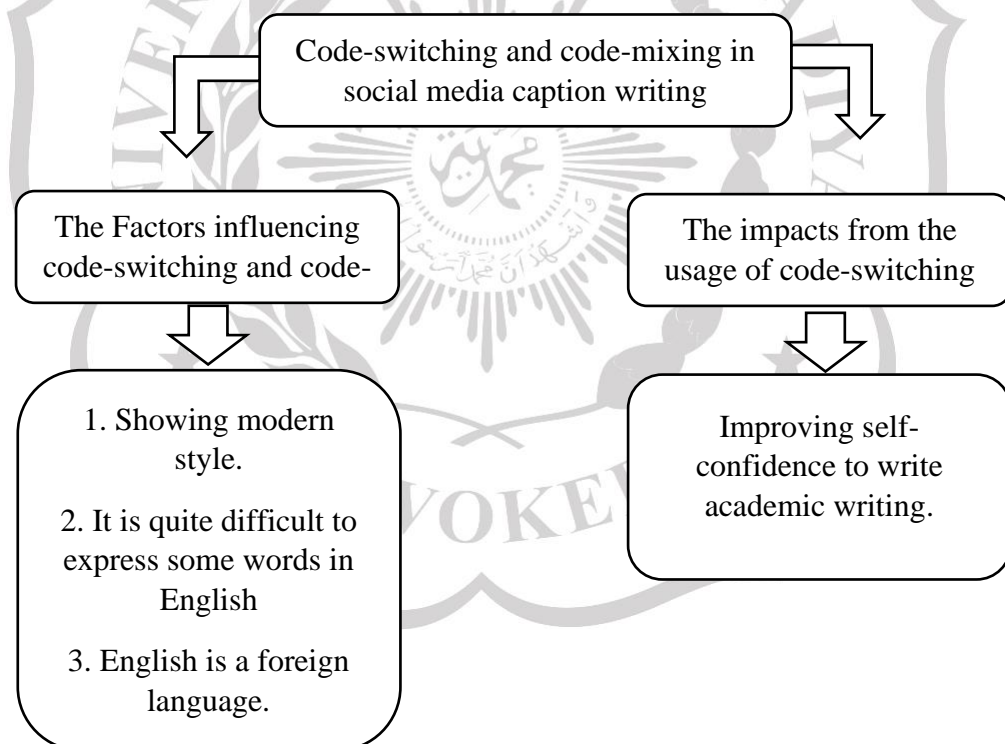


Figure 2.1 Basic Assumption

Code-switching and code-mixing are common in communication. Not only in speaking activity, in writing activity, the use of code-switching and code-

mixing frequently happen. There, of course, are some factors why individuals switch and mix their writing. In addition, code-switching and code-mixing will also bring impacts.

