

CHAPTER II

LITERATURE REVIEW

A. Sociolinguistic

Language is a medium of interaction. The use of language in the social communications is called sociolinguistics. Wikipedia (2011:1) describes that sociolinguistic is the descriptive study of the effect of any and all aspects of society. Including cultural norms, expectations and contexts, on the way language is used, and the effects of language use in society. Nababan (1991:2) states that sociolinguistic comes from word “socio” means social and “linguistics” means study about language. Sociolinguistic is the research of language in operation, its purpose is to investigate how the conventions of language use relate to other aspects of social behavior. Chaer (2007: 16) strengthens that sociolinguistic is linguistic sub discipliner which learn about language and its application in the society.

From the definitions above, sociolinguistics explains the relationship between language and society. It is interesting why people speak differently in different social context and it is concerned with identifying the social function of language and the ways to use it to convey social meaning (Holmes, 1995). Sociolinguistic also contributes to give a better understanding of the social structure of language and how language functions in communication. Conversely, it shows how social functions determine what kind of speech will be used and how speech develops to meet social needs.

B. English Language

English is an international language and becomes the most widely learned foreign language all over the world. It is the fact that in the globalization and modern era, English is needed to communicate with the other people around the world. English is necessary for all sectors of life among others are economic, social, politic and education.

In Indonesia, English becomes a foreign language. In increasing the quality of Indonesian education, English is taught formally from elementary school up to university level. It also happens in RSBI School which has to use English and Indonesian in Science subjects. Ideally, in the teaching learning process teachers have to use those languages based on the role. Usually teachers switch their language with Indonesian or local language. The phenomenon of code switching in teaching learning process at RSBI School can not be totally avoided because those facts occur naturally in bilingual and multilingual society. It is also an effective way to make the students easy in understanding the materials.

Code switching which is used at RSBI School happens among teachers to students, students to students and students to teachers during the discussion of the lesson. The teachers use code switching in order to transfer the necessary knowledge to the students to clarify some point of views of the material discussed and may be it is considered as an important element in each subject taught.

C. Bilingualism

When people use two languages on their conversation, it is called bilingualism. Thus, bilingualism is the daily activity to use two languages on the conversation. Nababan (1991:5) explains that bilingualism seems as someone's habit to use two languages in the social interaction (societal bilingualism).

Many bilingual speakers have learnt their two languages at the same time, usually in early childhood and as a result of family bilingualism. These people are called simultaneous bilingualism, whereas bilingual people who have learned one language later than the other, perhaps as the result of living in a new country or formally learning a second language at the school or university are called sequential bilingualism or consecutive bilingual.

The degree of proficiency that bilingual speaker achieve in their two languages depend on the large of the opportunities that they have to use each of them. If they are able to speak both languages extensively, they will become fluent in both. However, if they have less opportunity to speak one language, their level of fluency in that language may be less (Chaer, 2007).

In the teaching learning process, especially in RSBI School, the teachers and the students are bilingual where English used as a medium of instruction that should be applied in some subjects. They often switch from one language to another when both languages are used in the teaching learning process environment. Whenever the language contact, there will be code switching. The teachers and students as bilingual and multilingual are

more capable of code switching and code mixing as they have rich knowledge and understanding the material well in every subject.

D. Code Mixing

Bilingual and multilingual speakers usually mix their language. The process of mixing language is called code mixing. Code mixing is a mixture of two or more languages or language varieties in a speech act without something requiring the mixture (Nababan, 1991:32). Nababan's definition means that the important characteristic of code mixing is the relaxation of informal situation.

In Indonesia, code switching usually occurs in social interaction. People usually mix their Indonesian with local language or if they are educated people, they usually mix Indonesian with English or Spanish language in their conversation. Code mixing usually occurs in informal situation. Nababan (1991:32) argues that the reason of using code mixing is to show the speaker's identity in social status and education of the speaker.

Code mixing is a phenomenon of using two or more language combinations. Suwito in Yuniasri (2005:16) divided code mixing into six forms.

a. Word

A word is sound or group of sounds that express a meaning and forms an independent unit of a language, example “*Ok*, sekarang di *check* dulu hasilnya..”

b. Phrase

A phrase is a group of words without a verb or a group of words forming a short expression (Hornby in Yuniasri: 2005), for example “The first time, kita akan cari dulu nilai X nya”.

c. Hybrid

According to hybrid is the composed mixed parts of words, for example “Sudah habis ya requestanya.”

d. Word Reduplication

Word reduplication is the repetition some part of the base (which may be the entire base) more than once in the word, for example “Sekarang saya mau check-check lagi PR kalian”

e. Idiom

Idiom is a phrase or sentence whose meaning is not clear from the meaning of its individual words and which must be learnt as a whole it means that idiom creates new meaning that is different from the real meaning of each word, for example “kita pasti akan bertemu besok. See you.”

f. Clause

Clause is a group of words that includes a subject and a verb, forming a sentence or part of a sentence. For example “Tidak usah khawatir, I’ll be there”.

E. Code Switching

The other language dependency is code switching. People sometimes are difficult in describing something in English. The way which is considered as the best one is by switching it into their own language. The process of switching the language is called code switching. Richards (1992:58) explains that code switching is a change by a speaker (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 then changes to another one in the middle of their speech, or sometimes even in the middle of a sentence. Suwandi (2008:86) states that code switching also involve something happened when people switch functional variant (informal) to another one (formal) or from one dialect to another.

When people talk, sometimes they found troubles, such as try to explain clearly to others or respond the change of situation or topic being talked by switching from one language into another. Departing from this phenomenon, here are some factors of code switching, those are speaker, participant, the presence of third speaker, humorous feeling and to rise up their status (Suwandi 2008).

In switching the language, people use different way. According to Jendra (2010:75) code switching can be classified in accordance with two different classifications named grammatical and contextual classification.

1. Grammatical

The grammatical classification is based on where the sentence or utterance the switching appears. There are three types of grammatical code classification.

a. 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. Here is the example of tag code switching.

An Indonesian bilingual switches from English to Indonesian, “*it’s ok, no problems, iya nggak?*”.

b. Inter-sentential Code Switching

An inter-sentential code switching happens there is a complete sentence in a foreign language uttered between two sentences in a base language. Here is the example of it.

An Indonesian bilingual switches from Indonesian to English “*ini lagu lama, tahun 60an. It’s oldest but it is the best, they say. Tapi masih enak ko didengerin*”.

c. Intra-sentential Code Switching

An intra-sentential code switching is found when a word, a phrase or clause of a foreign language is found within the sentence in a base language. Here is the example of it.

An Indonesian bilingual switches from Indonesian to English “*hotel ini is very good, disini fasilitasnya sangat lengkap dan harganya juga sangat cheap*”.

2. Contextual Classification

Contextual classification is based on the reasons why people switch.

There are two types of contextual classification.

a. Situational Code Switching

A situational code switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. In regard to the factors of choosing a code suggested by Dell Hymes in Jendra (2010), the changing of situations involved could be the settings, the participants, Ends, Act of Sequences, Keys, Instrumentalities, Norm of interactions and Genres. The example dialogue below describes of the situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native-speaker’s friend (participant).

Agus : *Menurutku, semuanya karena mereka tidak tahu artimnya De.....*

Mark : *Hi, Agus...*

Agus : *Eh, how are you Mark? Mark this is Made, our friend from Mataram.*

Made : *Nice to meet you, Mark...*

Mark : *Nice to meet you too. What are you talking about?*

Agus : Nah, ini dia kita bisa....Mark, can you help us?

(Jendra, 2010: 77)

b. Metaphorical Code Switching

A metaphorical code switching happens when there is a change of the perception or the purpose of the topic of the conversation. In reference with the factors this type of switching involves the Ends and the Act Sequences or the Keys but not the situation. Bilingual that code switch metaphorically perhaps tries to change the participant's feeling toward the situation. The following dialogue is the example of how some Indonesian students jokingly switch from English to Indonesian to affect a serious dialogue to be a bit humorous.

Made : we want to take it to where.....ya, itu tempat kita biasa mancing and we are drinking, singing having fun, ok.

Ali : and there we are surfing, swimming...terus, kita jadi pusing-pusing dah....ha..ha...ha..

Made : will you join it, Jim?

Jim : Okay.

(Jendra, 2010:77)

F. The Differences between Code Mixing and Code Switching

From the explanations above, the differences between code mixing and code switching can be inferred. First, in code mixing, bilingual speakers seem to apply some foreign words or phrases (pieces of one language smaller

than clause) while the other language (code) functions as the base. Second, bilingual speakers are said to mix codes (but not switch from one to another) when there is no topic that changes, nor does the situation (Jendra, 2008).

A different view proposed to separate the two said that if it involves changing into a foreign clause or a sentence, it should be defined as a code switching, but if it involves use of foreign phrases or group of words, it is code mixing. Another view considers the formality of the situation, in which mixing is said to be found in the less formal situations while switching is possibly done in a formal one. Another way is by considering the bilingual's level of fluency in the languages (codes) (Suwandi, 2008:88).

The table below presents summarized differences between code switching (CS) and code mixing (CM) according to several views described here (Jendra, 2010).

Points of view	CS	CM
Grammatical items involved	Sentence and clause	Phrase, word, morpheme, phonemes
Base language	Clear	Sometimes unclear
Topics	May change	Maintained
Situations	Formal and informal	More likely informal
Bilingual fluencies	Partial	Total

G. Perception

Talking about “perception”, someone’s mind will automatically be led to certain nature of human being that is her/his psychology feature. According to sciences, there are some definitions of perception. Rahmat (2001: 51) says that perception is the experience of the object, incident or relation which comes from the conclusion of information and interpretation of the meaning.

Further it is said that during the process, people continually interacts with their environment. In the interaction they see, hear, smell and touch things around them. Those things may give stimulation to them. Then, their brain registers the stimuli and sends those stimuli to nervous system. By some experts, this process called sensation. The next processes are thinking, analyzing and reasoning in order to achieve the meaning of the object. In line with this process, it can be described that perception is the process in which the people’s brain arrives at meaningful interpretation of stimuli. Mahmud (1990: 55) states that it is clear that perception has an important role in making an adjustment.

As additional, Woodwoth and Marquis in Walgito (2004: 88) stated that sense organ is inseparable with perception. Perception comes after sense organ process. By sense organ process, the sensation happened. Therefore, perception comes after sensation. They define that it is a process which the people’s nervous system registers stimuli. Then they believe that

perception is process in which the people's brain arrives at the meaningful interpretation of sensation.

From the theories above, it can be concluded that perception is a process of receiving and interpreting information that accepted by five senses until the meaning is found. The process at the beginning of receiving and interpreting information from object is called sensation. Having processed the stimuli that comes from object, then the brain interprets the information into a certain meaning. This process is called interpretation. During the process, some factors such as feeling, need, motivation, educational background, experience, etc. are involved. Then the process is followed by certain reaction to the object.

H. RSBI School (Rintisan Sekolah Bertaraf Internasional)

SBI (International Standard School) is a school which prepared its students to have international quality based on the National Education Standard (SNP) and National Standard (Depdiknas, 2008). The goal of SBI is to release smart Indonesian people who have international Competitiveness. International Standard School Pioneering or which in Indonesia called Rintisan Sekolah Bertaraf Internasional (RSBI) is a school which the aim is to be SBI but still in developmental phase to fulfill the national Education Standard of OEDC (Organization for Economic Co-operation and Development) School or other advanced countries indicators. It is one of the efforts to increase the quality of education where the school is given authority to design and execute the quality of education with international standard, but

still related to the minimal standard which has been specified by central Government in Standard of National Education (SNE) that adapted by International curriculum . In this school, all of subjects have to be deliver using ICT based learning. The students have to active to find out and present their finding in their classroom. Mean that in every subject, the material comes from student, the teacher just as facilitator and conductor. RSBI is hopped to apply 5 active learning foundations (religious awareness, learning to know, learning to do, learning to be, and learning how to live together). That's the way the students and teachers must have a good value in every aspects so that they can follow the teaching learning procedures in RSBI School (wordpress, 2011).

Related with International Standard Curriculum, RSBI has some problems in some aspects, however they have just applied it in Science and English subjects, but if demanded in ICT based learning. Using English as medium instruction is not easy, the teacher have to deliver the material in two languages. It becomes one of the problems because some of Science teachers have not fluency in English. It is the hard work to the school to provides competitive and professional Science teachers who also fluent in English so that the role can be rich well. Based on those roles in RSBI School, it is very possible if there are so many codes switching in the teaching learning process.