

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Communication is one of the important activities to do in order to build relationships between people. Newman and Summer (1977) state that “Communication is an exchange of facts, ideas, opinions or emotions by two or more persons”. Communicating can fulfill human social needs, such as conveying ideas, opinions and views, or to obtain and give information to each other. One of the tools used in communication is called language. According to Sweet (1908: 1) “Language is the expression of ideas by means of speech-sounds combined into words. Words are combined into sentences, this combination answering to that of ideas into thoughts”. In other words, every sentence or word that use to express ideas has a definite form based on the sounds that make it up, and has a slightly or less definite meaning. Fernandez and Helen (2011:6) states that “language is primary communication system for human beings”.

The scientific study of language called linguistics. There are many branches of linguistics, such as syntax, phonology, morphology, semantics and sociolinguistics. One of the branches of linguistics that study about the relation between language with society called sociolinguistics. Jendra (2010) states that “sociolinguistics is a branch of linguistics that takes language as a subject of study, in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it”. Furthermore Wardhaugh (1986:13) states “sociolinguistic is

concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication”. Sociolinguistics has relation with the function and use of language as the tools of communication in society.

The use of language as a means of communication is the easiest way for humans to interact in social life. Every region of the world has their own language and way of communicating, this makes there are many variations of languages in the world and another thing caused by this situation is the ability of people to speak more than one language, or usually called as Bilingualism. Nababan (1993:27) state that “bilingualism is a habit to use two languages in interaction with others”. People who can communicate in two languages are called bilinguals. which is bilingual can occur by several factors, such as environmental, social and learning factors. In bilingual communication, two or more languages are used together.

With the existence of this bilingualism, it causes many situations where someone changes language from one language to another for a while, this phenomenon can be called language switching. Where one of the theories of language switch is called code switching. According to Hymes (1974) “code switching is a general term used as an alternative to more than one language and variety of language or even speech styles”. Code switching is a phenomenon of linguistics in which two or more languages are used in one conversation or discourse. Code switching has become an important field of study in linguistics, especially in the field of sociolinguistics.

Code switching can also occur in the realm of education, such as teaching activities in class. One example is code switching that occurs in the teaching process by facilitators from college students who join *Program Kampus Mengajar Mandiri* or in English called *Kampus Mengajar Mandiri Program*. In implementing this program, several elementary schools were involved, one of them was SD N 1 Jatiluwih. SD N 1 Jatiluwih is a public elementary school located in Jatiluwih village, Penebel sub-district, Tabanan district, Bali, Indonesia. *Kampus Mengajar Mandiri* activity aims to improve students' English language skills, where students who are the target of this program are grade 6 students and for the material being taught is English material at the beginner level which is adapted to student abilities. In delivering learning materials, the facilitator divided teaching activities into 5 sessions, one of which was an English teaching session. which aims to help increase students' knowledge in English.

1.2 Problems of the Study

Based on the identified phenomenon above, There are two research questions formulated in this study, those are:

1. What types of code-switching are done by facilitators when English teaching sessions at SD N 1 Jatiluwih?
2. What are the reasons behind code-switching done by facilitators when English teaching sessions at SD N 1 Jatiluwih?

1.3 Objectives of the Study

From the problems of the study above, the objectives of this study are:

1. To find out the types of code switching done by facilitators participating when English teaching sessions at SD N 1 Jatiluwih.
2. To examine and analyze the reasons of code switching done by facilitators when English teaching sessions at SD N 1 Jatiluwih.

1.4 Limitation of the Study

In order to focus on the research problem and objectives that had been formulated, the scope and limitation of this study needs to be clearly stated. Firstly, the research scope is limited to find out and analyze the types and reasons for code-switching used by facilitators when teaching English at SD N 1 Jatiluwih. Secondly, the analysis of code-switching based on Apple and Muysken (1987) theory and Hoffman's (1991) theory about the types of code switching and the reasons of code switching.

1.5 Significances of the Study

There are two significances of the study, there are theoretical and practical significance. Both of those can be explained as follows:

1.5.1 Theoretical Significance

The theoretical significance of this research is to increase understanding of the phenomenon of code switching, especially in terms of the types and reasons for code switching used by facilitators of *Kampus Mengajar Mandiri* program during English teaching session at SD N 1 Jatiluwih. This study aims to contribute to enrich the knowledge in code switching and also provide insight into its various aspects.

1.5.2 Practical Significance

Practically, the result of this study is expected to understand well by the reader, to help people who want to deal with understanding the use of code-switching of students in English teaching and also to help in knowing about how to analyze code switching Apple and Muysken (1987) and Hoffman (1991).



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

To support this study, there were five previous studies reviewed that were divided into two theses and three articles were as they are related to this study. The first study is an article written by Aryanti entitled “Code Switching Found in “Maudy Ayunda Music” YouTube Channel” in 2022. In this study, Aryanti analyzed the types and functions of code switching found in Maudy Ayunda Music YouTube Channel.

In analyzing the types of code switching, Aryanti used the theories proposed by Poplack (1980) whereas in analyzing the function of code switching Aryanti used the theories proposed by Appel & Muysken’s (1987). The finding of that study shows 121 data found in Maudy Ayunda’s channel. Intra-sentential switching had the highest occurrence, with 102 data (84,30%), followed by inter-sentential switching, with 17 total data (14,05%). With only 2 data in total (1,65%), tag switching had the lowest occurrence in this research. The metalinguistic function, with 68 total data points (56.20%), has the highest occurrence of the code-switching function identified in this study.

There are some similarities and differences found in Aryanti’s study compared with this study. For the similarities, both of the studies focus on analyzing the types of code switching. Meanwhile for the differences is on the theory that used in analysing the types of code switching. Aryanti’s study used the theory purposed by

Poplack in 1980, while this study uses the theory proposed by Apple and Muysken in 1987. The other difference is on the second objectives of Aryanti's study focused in analyzing the function of code switching whereas this study focuses in analyzing the reason of code switching. Furthermore, there is also difference in the data source that used, in Aryanti's study, she used videos of Maudy Ayunda Music YouTube channel where the aim of the research focuses on the analysis Maudy Ayunda utterance which the object of the research. Meanwhile, in this study the researcher uses the utterance of college students that participated in the *Kampus Mengajar Mandiri* Program during English teaching sessions, where the research carried out using field research, and the objects of research are two facilitators in the program.

Another study related to code switching analysis is an article was done by Ameliza (2020). That study is entitled "Code Switching Analysis in English Literature WhatsApp Group". In the study, Ameliza analyzed the types of code switching and the reason of code switching. In analysing the type of code switching Amaliza used the Poplack's theory (1980). Meanwhile for analyzed the reason she used the theory that proposed by Grosjean (1981). In the study, Amaliza found that all of code-switching types are applied in the code-switching data, where from the 15 text, intra-sentential switching become the most dominant types that occur in the data. For reasons of code switching, the study showed only 3 of 10 kinds of reasons were applicable.

The comparison of Amaliza's study to this study also revealed some similarities and differences. In term of similarities, both of this study is focusing in analyzing the types of code switching and the reason of code switching. Furthermore, the differences both of this study are in the theory that used in analyzing the reason of code switching, where Amaliza's study using the theory that purposed by Grosjean (1981) meanwhile this study using the theory that purposed by Hoffman (1991). Additionally, there is different the data source that used, where Amaliza's study used text from chat in the WhatsApp group while this study using utterance of college students that participating in the *Kampus Mengajar Mandiri* Program during English teaching sessions.

The third research is an article titled "An Analysis of Indonesian-English Code-Switching in Lulu Anggriani's Selected Vlogs" that was written by Suardani in 2022. In the study, she concerned on analyzing the types and the functions of code-switching in Lulu Anggriani's selected vlogs. To identify the types of code switching, Aryanti utilized Appel and Muysken (2006) which is supported by Poplack (1980), while for analyzing the function of code switching, she also employed Appel and Muysken's (2006) theories. In the study revealed that the most common type of code-switching was inter-sentential switching. This was related to the speaker being a fluent bilingual who preferred to switch languages between sentences. Additionally, the study found that the dominant function of code-switching in Lulu Anggriani's selected vlogs was the phatic function.

Between Suardani's study and this study, there is similarity and difference. The similarity is both of the studies focus on analyzing the types of code switching. However, there are also some differences between both of these studies. Where Suardani's study purposed to analyze the functions of code switching, while this study focuses on analyzing the reasons code switching.

A thesis written by Irpandi in 2019 with the title "Code Switching on the Utterances in Cinta Laura in "Brownis" Talk Show" is the fourth study that related with this study. The aim of this research was to find out the types and the function of code switching from Cinta Laura's utterances in BROWNIS talk show program. In analyzing the data, two theories are applied in this study, those are the theory of types of code switching which is purposed by Stockwell (2002) and the theory of reason of code switching by Nababan (1993). The result of this study showed that there were three types of code-switching applied in the data, which were tag switching 7 times or 26.0%, intra-sentential switching (9 times or 33.3%), and inter-sentential switching (11 times or 40.7%). Additionally, the study also found only four functions of code-switching that found in the data, including interjection (5 times or 55.6%), reiterations (1 time or 11.1%), addressee specification (1 time or 11.1%) and personalization (2 times or 22.2%).

The research was done by Irpandi's study and this study have some similarities and differences. One of the similarities is the aims of the study, which both of this study purposed to analyzing the type and reason of code switching. However, there were also differences in the theories that use of each study. Irpandi's

study used the theory of Stockwell (2002) in order analyzing the types of code switching, meanwhile this study using the theory that purposed by Apple and Muysken (1987), it's also for the reason of code switching, Irpandi's study using the theory by Nababan (1993) while this study Hoffman (1991) used in analyzing the reason of code switching.

The last study is a thesis by Yuningsi entitled "Code Switching in Deddy Corbuzier and Nadiem Makarim Conversation" in 2020. The purpose of Yuningsi research were to determine the significant types of code switching employed by Deddy Corbuzier and Nadiem Makarim as well as the metaphorical uses made of code switching by these two people. The types of code switching in this study was analyze using the Poplack (1980) theory, meanwhile the metaphorical function of code switching used the theory that purposed by Gumperz (1986).

Additionally, there are some similarities and differences between this study and Yuningsi's study. In term of similarities, both of these study aims in analyzing the types of code switching. Meanwhile the difference between both of these studies are the other aims of the study, where in Yuningsi's study aim in analyzing the metaphorical function of code switching, while this study aims in analyzing the reason of code switching.

2.2 Concepts

Concept has relation with some materials that connect with the topic. The aim of this chapter is to provide the reader with a deep understanding of the topic

that discussed. Therefore, the researcher describe some basic principles related and relevant to the topic. There are three concepts used in this study, there are code switching, teaching and *Kampus Mengajar Mandiri*.

2.2.1 Code-Switching

Code switching can be defined as a situation where the speaker exchanges two or more languages in the speaker's speech. In this sense, code switching occurs spontaneously in the context of a conversation or communication exchange. According to Hammer and Blac (as cited in Supiastutik and Rudianto 2014), “code switching is a language contact communication strategy in which speakers transfer elements or rules from another language”. There are also the other opinions about the definition of code switching by expert, that is Hymes (1974) that stated “code switching has become a common term for alternate us of two more languages, varieties of language or event speech styles”. Based on the theories that have mention by the experts before, it can be concluded that Code-switching is a phenomenon that occurs when speakers deliberately change the language or dialect they use, switching from one language to another in which they do code-switching based on several reasons.

2.2.2 Teaching

According to Brown (2000:7), “Teaching defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand”. Where it can show that teaching is a process that is closely related and interdependent. Based

on the theories above, it can conclude that Teaching is an activity carried out with the aim of sharing knowledge, skills and attitudes with others, which can be carried out formally or informally. This teaching activity involves interaction between the teachers and students, which in the process requires different learning approaches and strategies to improve learning for each student, because the teaching process is a reciprocal relationship.

Teaching is a very important activity that can be carried out in various situations and conditions where the activities are adapted to students of various ages and backgrounds. Teaching is also an activity that not only requires understanding and mastery of subject matter but also requires good communication skills and creativity from the teacher.

2.2.3 Facilitators

Facilitator can be defined as one role in one setting, that handling duty and have responsibility to facilitate something that required to make the activity going well. According to Thomas (2010) A facilitator is a commonly defined as a “substantively neutral person who manages the group process in order to help groups achieve identified goals or purposes”. In addition, Schwarz (2005) described a facilitator as a “substantively neutral third party, acceptable to all members of the group, who has no substantive decision-making authority”.

2.3 Theories

In this study, there are two theories that used. The theories in this study explained the types and the reasons of code switching. The types of code switching used the theory of Apple and Muysken (1987), whereas to analyze the reason of code switching, the theory proposed by Hoffman (1991).

2.3.1 Types of Code-Switching

Code switching is activity when people switch from one language to another in one conversation or communication. There are different types of code switching, depending on the context and the reason for the communication. Apple and Muysken (1987) classifies the types of code switching into three types, those are Tag Switching, Inter-Sentential Switching, Intra-Sentential Switching.

2.3.1.1 Tag Switching

Tag switching also can be defined as the insertion of a tag from one language into a sentence in another language. According to Apple and Muysken (1987:117) “tag switching involves with exclamation, a tag or parenthesis in another language than the rest of the sentence.”. The examples as follow:

“Oye, when I was fisherman, I had a term paper to do”

(“Listen, when I was fisherman, I had a term paper to do”)

(Apple and Muysken, 1987:118)

2.3.1.2 Intra-sentential Switching

The second type of code switching is Inter sentential switching. Appel and Muysken (1987:118) state that “intra-sentential switching refers to the switching

that occurs in the middle of the sentences with the same clause or sentence boundary.” It is used when the speaker decides to switch the language in the middle of one sentence or one occurrence. Intra-sentential also can be defined as types of code switching when a bilingual person switches between two languages within the same sentence or clause. This type of switching is possible for those who are very fluent in both languages and involves specific rules for how the grammar and structure of the two languages can be combined. An example is taken Faillis in Apple and Muysken (1987:117)

“I started acting *real curiosa*, you know”

(“I started acting strange, you know.”)

(Apple and Muysken, 1987:118)

2.3.1.3 Inter-sentential Switching

Apple and Muysken (1987:118) argues that “Inter-sentential switching is language switch is done at the sentence boundary”. Inter-sentential can be defined as the process of language switch when the speaker employs one language in one sentence and a different language in the other sentence.

English-Spanish

“Sometimes I'll start a sentence in English *y termino in espanol.*”

(Appel and Muysken, 1987: 118)

2.3.2 Reason of Code-Switching

The reasons of code switching analyzed by the theory of Hoffman (1991: 115-116) in his book entitled *An Introduction to Bilingualism*. The theory by Hoffman explains there are seven reasons why people do code switching, there are “Talking

about particular topic, Quoting Somebody Else, Being Emphatic about Something, Interjection, Repetition used for Clarification, Intention of Clarifying the Speech Content for Interlocutor, Expressing Group Identity”.

2.3.2.1 Talking about Particular Topic

According to Hoffman (1991:115), “People sometimes prefer talking about a particular topic in one language rather than other language”. Sometimes, a speaker feels free and more comfortable to express his emotional feelings in a language that is not their everyday language. Individuals may feel more comfortable discussing a specific topic in one language over another. This could be because certain languages have specific vocabulary or expressions that are better suited to the topic being discussed. For example:

“*Vachercher Marc (go and fetch Mare) and bribe him avec unchocolatchaud (with a hot chocolate) with cream on top*”

(Hoffman, 1991: 111)

2.3.2.2 Quoting Somebody Else

People sometimes like to quote a famous expression or saying of some well-known figures (Hoffman 1991:116). The quotation can be words, phrases, sentences or even utterance. When we quote somebody else, we are essentially using their words or ideas to support or expand upon our own arguments or claims.

An instance of such quoting can be observed in the following utterance:

Spanish-Catalan code switching

“*Y si dices “perdon” en castellon, se Vuelve la mujer y te dice:’* and if you say “sorry” in Castilian Spanish, the lady turns to you says:”

(Hoffman, 1991: 112)

2.3.2.3 Being Emphatic about Something

Hoffman (1991: 116) states that “he/she either intentionally or unintentionally switch from his/her second language to his/her first language” It is common for everyone who communicates in a language that is not their first to switch to their mother tongue when they want to emphasize a point. Where it can be happened intentionally or unintentionally. The example of this reason from Spanish-Catalan code switching, that can be seen as follow:

“*Hay cuatro sillas rotas y’* (‘there are four broken chairs and’) *prou!* (that’s enough!)”

(Hoffman, 1991: 111)

2.3.2.4 Interjection

Interjection is a word or expression that is used to express a sudden feeling, emotion and command in a sentence, interjection in the sentence also can convey surprise, emotion or to gain attention. According to Hoffman (1991:116) “language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector”. The following utterance provides examples of such interjections:

“... *Oh! Ay!* It was embarrassing! It was very nice, though, but I was embarrassed!”

(Hoffman, 1991: 112)

2.3.2.5 Repetition Used for Clarification

Hoffman (1991:116) stated that “when a bilingual wants to clarify his speech so that it will be understood more by listener, he sometimes uses both of the languages that he mastered saying the same utterance (the utterance is said repeatedly”. Repetition can be used to clarify the speaker's speech, and also by repeating the information in a different language, the speaker can clarify meaning and provide additional context to help clarify confusion. An example can be seen at sentence below:

“*Tenia zapatos blancos, un poco, they were off-white, you know.*”

(Hoffman, 1991: 112)

2.3.2.6 Intention of Clarifying the Speech Content for Interlocutor

According to Hoffman (1991:116) “when bilingual talks to another bilingual, there will be lost of code switching occur”. It means to make the content of his speech run smoothly and can be understood by the hearer. By clarifying the content of the speech, it will eliminate any misunderstandings that the listener may have about the message. For example:

“Introduction to her young brother to new a friend of her

This is *Pascual* (Paskwal)

Friend: what is his name? (i.e.she didn't catsch it)

Christina: *'Paccual!* (paskwael)

Friend: 'oh...'

(Hoffman, 1980: 112)

2.3.2.7 Expressing Group Identify

"Code switching can also be used to express group identity" Hoffman (1991:116). Academics clearly communicate differently from other groups in their own disciplinary groupings. In the other word, when groups of people communicate among themselves with each other, they may use language that is unique to their group. The example can be seen at utterance below:

"*Estonian in Sweden or Puer to Ricans in the USA, and solidarity with such a group*"

(Hoffman, 1991: 116)

