CHAPTER II

THEORETICAL REVIEW

This chapter will discuss about some theories related to the topic of this research paper, those are: code choice, bilingualism, code switching and some factors of code switching.

2.1 Code choice

Bilingual societies usually choose between two or more codes. It depends on who speak to them, in which language or variety, and when and where the conversations take places (Jendra, 2010:70). Hymes (1964 in Jendra (2010), one of the most noted worlds sociolinguistic, suggested eight factors that bilingual, multilingual, or monolingual people may consider when choosing a code. The factors are as follows:

a. Setting and scene

People will choose different code when they are in at least two different places. For example in a class, usually a teacher will use formal language, but when the teacher moves to the cafeteria she or he will use an informal/less formal language.

b. Participant

Participants are all the people having conversation about some topics. For example when a kindergarten teacher will give material to the students, the teacher will choose a very simple language which can be understood by children. It will be different if the teacher facing senior high school students. It depends on who are involved in that conversation.
c. Ends

The aim that a speaker wants to reach is the ends of the communication. For example, if a political party delivers a speech in a campaign, he or she wishes to persuade the crowd before him or her in order to receive support for the election.

d. Act sequence

The act sequence refers to the order of a speech, a narrative, a conversation, or a talking. For example, before entering main topic of a speech it will be set carefully with opening or introduction.

e. Key

The manner, spirit and feeling as the main point of the conversation which are needed. For example, the spirit or the feeling may be sincere, modest, or low.

f. Instrumentalities

Instrumentalities are referred to the register and forms of the speech. It is related with formal or informal way. For example, the way someone talks to a teacher and talks to a friend will be different.

g. Norm of interaction

It is the contextual custom in using the code, including for example, using gestures freely e.g. raise hands in class when a student wants to answer a question.

h. Genre
The genre is referred to the type of the utterances whether it is in the form of a poem, a proverb, a prayer, a lecture, etc. For example, in reading a poem with a sad theme the speaker will be slow and sad.

2.2 Bilingualism

People who are not monolinguals but speak two languages everyday are named bilingual. The subtractive bilingualism is found when a language being used is seen to endanger the status of the other. Especially this is possible when the society considers the preferred language is economically more rewarding, socially more prestigious, and perhaps politically higher (Jendra, 2010: 70). For example, a person who has Indonesian mother and American father, in the daily conversation the person will switch code in both languages of his or her parents.

2.3 Code Switching

Code switching is the use of more than one language by communicants in the execution of a speech art (Pietro in Jendra, 2010). Another definition stated that code switching has become a common term for alternate use of two or more language, or varieties of language or even speech styles (Hymesin Jendra, 2010). Wardaugh (2010:101) also said people can select a code when they want to speak, the process of change a code will create code switching. While Bokamba (2006) in Nordic Journal of African Studies defines Code-switching as the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event, while code-mixing is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a cooperative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand. Baker in Youkhana (2010) also suggests that there are
many dimensions of bilingualism. One of the dimensions is called Elective bilingualism, which means that a person can choose to learn a new language, such as Swedish students learning English in the classroom.

Code switching can be classified in accordance with two different classifications, they are grammatical and contextual classification (Jendra, 2010: 75). There are three types of code switching as a result of grammatical classification: tag-code switching, inter-sentential code switching and intra-sentential code-switching. I will used this theory in my research.

2.3.1 Grammatical 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 utterance. The example below is an Indonesian bilingual switches from English to Indonesian.

“It’s okay, no problem, *yang gak*”

b. Inter-sentential

An inter-sentential code switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. For example an Indonesian bilingual switches from Indonesia to English.

“Inilagu lama, tahun 60 an. *It’s oldies but goodies.* Tapi masih enak kok di dengerin.”

c. Intra-sentential code switching
An Intra-sentential is found when a word, or phrase, or clause, of a foreign language is found within the sentence in a base language. For example an English bilingual switches from English to French.

“The hotel, *ilest grand*, is really huge and believable majestic.”

2.3.2 Contextual classification

Unlike the grammatical, which is classified based on the position of the different codes found in the utterance, the contextual classification is based on the reasons why people do code switching. Jendra (2010:76) divides it into two types, i.e. situational code switching and metaphorical code switching.

a. 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. Regarding to the factors of choosing a code suggested by Dell Hymes in Jendra (2010:76), the changing situations could involve the settings, the participants, or the norms of interaction. The following short dialogue describes an example of a situation when an Indonesian bilingual switches from Indonesian to English because of the presence of an English native speaker friend (participant)

Agus: Menurutku, semuanya karena mereka tidak tahu persis artinya, De…..
Mark: Hi, Agus
Agus: Eh, how’re 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 two talking about?
Agus: Nah, ini dia kita bisa … Mark can you help us.
b. Metaphorical code switching

A metaphorical code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of switching involves the ends, act sequence, or the key but not the situation. Bilinguals that switch code metaphorically perhaps try to change the participants’ feeling toward the situation. The following example illustrates 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: Are you joining Jim?

Jim: okay, then.

2.4 Reasons of Code switching

There are many reasons why a bilingual switch from one code to another.

According to Hofmann (1991: 116) there are numbers of reason for people to switch code, some of them are:

“Talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention or clarifying the speech content for interlocutor, expressing group identity, to strengthen or soften request or command, because of real lexical need, to exclude people when a comment is intended for only a limited audience.”

Beside the reason above, there are some reasons raised by Holmes (2001) why people switch code, i.e. domain or social situation, new participant, group of membership, participant’s relationship (solidarity) and particular topic.

Burenhult, Niclas and Mattsson (1999) conclude that there are three functions/ reasons of teachers’ code switching:
1) Topic switch

The people usually will adjust to use one language based on the topic they talk about. This is mostly observed in grammar instruction. In classroom cases the teacher tries to make the students attention direct to the new knowledge by switching code. Below is an example of code switching occurred because of topic switch.

Jan: Hello Peter how is your wife now?
Peter: oh she’s much better thank you Jan. She’s out of hospital and convalescing well.
Jan: That’s good I’m please to hear it. DO YOU THINK YOU COULD HELP ME WITH THIS PESKY FORM? I AM HAVING A GREAT DEAL OF DIFFICULTY WITH IT.
Peter: OF COURSE GIVE IT HERE. (Holmes, 2001: 36).

Both of the people in the example are neighbors. At first they talk informally because they know each other but after they talk about different topic on government regulation, it changed into formal language.

2) Affective function

Teacher uses code switching to build solidarity with others, when the students sometimes don’t understand with the teacher explanation, the teacher will change the language to make the students have better understanding.

3) Repetitive Function

The point of this function is teacher repeats the instruction or sentences from the native language into the mother tongue language that will be understood by the students. It’s better to repeat and explain again in the mother tongue language because when the students don’t know what they
have to do they will lose interest in listening and doing the exercise, at least by using the repetition they can catch the point. For the reason used by the teacher i will used this theory.


1) Explanation

   It occurs (usually) when the teacher wants or sees a need to repeat what has been previously said in another language in order to help the pupils understand him/her.

2) Requesting help

   When students are facing with a problem or question during the lesson, they usually resort to code switching to find an answer to their problems.

3) Helping each other

   In a class when teacher asks something by using English to a student but the student doesn’t understand, his/her friend will explain or translate what has to do.

4) Self-correction

   Because the students feel that they cannot finish all sentences using English, the students will insert one or two words by his/her mother tongue.

5) Moving from one activity to another
There are many activities doing by the teacher and the students in class and the activity also vary. The teachers in the data used code switching to mark shift in the lesson. This is happened when the teachers move from one activity to another.

7) Clearing misunderstanding

In class when conversation happened there are many misunderstandings when the students can not really understand with the target language. To avoid misunderstanding during the lesson they will switch code from target language into embedded language.

8) Not knowing the English counterpart

9) Sometimes the teacher and the students insert a finish word into an otherwise English utterance. It is because the English counterpart is unknown.

10) Checking for understanding

Learning new words means the students accept new vocabulary. Sometimes it’s not easy to the students to accept some vocabularies. When the teacher gave new words the teacher should check and make sure that all the students understand.

11) Unofficial interaction

According to Canagarajah (1995), interactions that are not demanded by the lesson are called unofficial interactions. The students used the mother tongue just in group activities when they talked about the procedural matters.