# CHAPTER II

# LITERATURE REVIEW

This chapter focuses on theories that are related to this study. The writer describes theoretical framework that consist of language choice in multilingual community. Then, the writer also describes the theory about types and reasons of code switching. In this study, the writer uses two theories from Holmes (2008) and Hoffman (1991) which is Holmes (2008) as a main theory. Holmes' theory is used by the writer to analyze types and reasons of code switching, while Hoffman's theory is used to support the reasons of code switching that have not been mentioned in Holmes. Holmes (2008) also helps the writer to analyze the proficiency of the speaker when they switch language in conversation by using intra-sentential and inter-sentential switching.

## 2.1. Theoritical Framework

## 2.1.1. Language Choice in Multilingual Community

People can use more than one language in their conversation. They may choose a language to do conversation because it makes them easier to discuss in a particular topic. It is supported by Holmes (2008, p. 25) who states that people may select a particular variety or code because it makes easier to understand when they discuss a particular topic, regardless where they are speaking. People may choose a language to communicate because some reasons. Holmes (2008, p. 25-26) proposes that there are four social factors that generally influence in language

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choice, namely addressee (the participant of conversation), setting, topic, and function. First, addressee is relationship between participants which includes the social distance (how well do they know each other) and the status of the participants (high or low status). Second, setting is influencing the formality of language that people used. Third, topic also influences people to choose language during the conversation. The last, function is the condition when people choose a language to show their feeling and joke or make affective function.

In modern era, it is difficult to find people who speak only in one language. Most of them use two or more languages to do communication, especially in Indonesia. Indonesian people are able to speak Indonesian, their mother tongue, and foreign language. The ability of people to understand more than one language is called bilingualism or multilingualism. Some linguists like Bloomfield (1933), Weinreich (1952), Platt and Platt (1992), and Wardaugh (2006) state that bilingualism is the ability of people in using and understanding two languages well. People may learn languages from their environment. Hua and Wei (2005, p. 166) claim that bilingualism can be distinguished between simultaneous and successive bilingualism. Simultaneous bilingualism is a speaker who acquiring two languages that influences from their family, especially parents. On contrary, successive bilingualism refers to learning languages that is influenced by the social situation, such as school or friends. On the other hand, Wardaugh (2006, p. 97) defines that multilingualism is the ability of an individual speaker or a community of speakers to use a multiple languages. People who are bilingual or multilingual may have no same ability in their variety of languages. It

is supported in Wardaugh (2006, p. 96), the mastery of language can be differentiated from a few lexical item, formulaic expression, and conversational skill (grammar, vocabulary, register, and style).

### 2.1.2. Code-Switching

Bokamba (1989) defines that code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event. Furthermore, Hymes (1974) and Muysken (2000) have similarity to define code-switching. They state that code-switching is switching language as a common term for alternative use or even speech styles. According to Hoffman (1991) quoted in Mukenge (2012), code switching is the situation when two languages are used in the same utterance. Wardaugh (2006, p. 101) states that code switching is switching from one code to another, sometimes in short utterances and may create a new code. Moreover, Holmes (2008) states that code switching is a common term for alternate use of two or more languages or varieties of language which can be functioned as a sentence, clause, phrase or even a word.

### 2.1.3. Types of Code Switching

According to the theory described by Poplack (1980) as quoted in Romain (1995: 122-3), there are three types of code switching. They are tag switching, intra-sentential code switching, and inter-sentential code switching. Tag switching is inserting of a tag in a language into an utterance. Inter-sentential switching is switching between sentence boundaries, where one sentence is in one language

and the other sentences is in another language. Furthermore, intra-sentential switching is switching that occurs inside the same clause or sentence which contains elements of both languages.

On contrary, Wardaugh (2006, p. 104) & Holmes (2008, p. 34-42) state that there are two types of code switching. The first type is called situational code switching. Situational switching is switching between two or more languages because of the situational changes. Holmes states that situational code switching can be identified by the purpose of code switching employment (2008, p. 37). Holmes (2008, p. 35) gave an example of code switching in her book:

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`        [The Maori is in italics. The translation is in small capitals]
    Sarah   : I think everyone's here except Mere
    John    : She said she might be a bit late but actually I think that's
              her arriving now.
    Sarah    : You're right. Kia ora Mere. Haere mai. Kei te pehea
              koe?
                        [Hi Mere.    Come in.   How are you?]
    Mere  : Kia ora e hoa. Kei te pai. Have you started yet?
            [Hello my friend, I'm fine]
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From the example above, we can see that Sarah and John speak English when they talk about Mere. Then, Sarah switches to Maori when Mere comes. The reason of Sarah switches language from English to Maori because she wants to show her solidarity to Mere.

The second type of code switching proposed by Wardaugh and Holmes is called metaphorical code switching. It has affective dimension to redefine situation from formal to informal, official to personal, serious to humorous, and politeness to solidarity (Wardaugh 2006, p. 104). On the other hand, Holmes states that metaphorical code switching happens for rhetorical reasons, drawing to

the associations of both codes and people use metaphors to represent complex meaning (2008, p. 42). This term also reflect the fact that metaphorical code switching involves rhetorical skill. Metaphorical is a switching language which has no obvious explanatory factors, change setting, and quotation (Holmes 2008). Holmes in her book gave an example of metaphorical code switching:

> Mr. Rupa as an entrepreneur and bigman, is trying to persuade people who have put money into a village store to leave it there by using Tok Pisin and Buang language. [Tok Pisin is in italic. Buang is not italicized].
> *Ikamap trovel o women, mi ken stretim olgeta toktok. Orait. Pasin ke ken be meni* ti ken nyep la, su lok lam *memba* re, olo ba *miting autim olgeta tok... moni* ti ken nyep ega, rek mu su rek ogoko nam be, one *moni* rek. *Moni* tin ken *bakstua* lam vu Mambump re, m nzom agon. *Orait, bihain, bihainim bilong wok long bisnis, orait, moni bilong stua bai ibekim olgeta ples.*

In this situation, there is no obvious explanatory factor between Tok Pisin and Buang language. Those of languages are used by Mr. Rupa because he has good bilingual skill.

Moreover, according to Hoffman (1991) quoted in Mukenge (2012), there are three types of code switching based on grammatical form. Hoffman asserts that code switching can occur within sentence (intra-sentential), between sentences (inter-sentential), and extra sentential level which involves a situation in which bilingual attaches a tag from one language to an utterance in another language. While, according to Wardaugh (2006, p. 101), he proposes that there are two typically of code switching. Code switching typically occurs in a single sentence (intra-sentential) or between sentences (inter-sentential). It is supported in Holmes (2008, p. 45-46), she states that code switching can occur between sentences (inter-sententially) or within a single sentence (intra-sententially).

Furthermore, Holmes (2008, p. 46) states that intra-sentential and inter-sentential switching can be used to analyze the proficiency of the speaker from their utterances. Holmes in her book states intra-sentential is more proficient than inter-sentential switching. However, intra-sentential switching requires good control of both codes (Holmes 2008).

In this research, the writer uses Holmes' theory to identify the types of code switching (situational and metaphorical). The writer also uses Holmes' theory to identify the linguistic forms (intra-sentential and inter-sentential switching), because linguistic forms that proposed by Holmes can analyze the proficiency of the speakers.

### 2.1.4. Reasons of Code Switching

People switch from one language to another for some reasons. In this research, the writer uses reasons of code switching that proposed by Holmes (2008) and Hoffman (1991). The reason why people may switch language are divided into six reasons (Holmes 2008, p. 35-46):

- **Participants, Solidarity, and Status**

People switches from one language to another when they want to show their solidarity to other. In example below, Holmes shown that the solidarity happen in a new comer.

Sarah : I think everyone's here except Mere
John : She said she might be a bit late but actually I think that's her arriving now.
Sarah : You're right. *Kia ora Mere. Haere mai. Kei te pehea koe?*
                [Hi Mere.     Come in.   How are you?]
Mere : *Kia ora e hoa. Kei te pai.* Have you started yet?

[Hello my friend, I'm fine]

In this case, Sarah switches language to greet and shows her respect to Mere which switch English to Maori. Sarah switches to Maori because they may have similarity in a signal of group membership and shared ethnicity.

- **Topic**

People may also switch a code when they want to change another topic. Holmes (2008, p. 38-39) suggests that people may switch topic when quoting someone (giving impression and which may not be accurate) and using proverb. Holmes gave an example in her book (2008, p. 39):

> [The mandarin Chinese is in italic. The translation is in bracket]
> Li : People here get discover too easily. Like exchanging faulty goods. In China it's not the same. *Jia gou sui gou, jia ji sui ji* [if you have married a dog, you follow a dog, if you've married a chicken, you follow a chiken].

In situation above, Li switched language from English to Chinese to quote Chinese proverb.

- **Switching for Affective Function**

Switching for affective function is used by people to show their expression. People switch code to express their emotional feeling, such as happy, excited, sad, amusement (joking) or dramatic effect and angry. Holmes gave an example in her book (2008, p. 40-41):

> [*The German is in italics*. The translation in below the sentence]
> In the town of Obertwart two little Hungarian-speaking children were playing in the woodshed and knocked over a carefully stacked pile of firewood. Their grand-father walked

in and said in Hungarian, the language he usually used to them:

"*Szo! Ide dzuni! Jeszt jeramunyi mind e kettuotok, no hat akkor!*"

[well come here! Put all this away, both of you, well now]

When they did not respond quickly enough, he switched to (dialectal) German:

"*Kum her!*"

[come here!]

In this example, the grand-father changed from Hungarian to German to show his angry when his grandchild did not respond his command.

- **Lexical Borrowing**

Lexical borrowing is borrowing from other languages because lack of vocabulary. People may borrow words from another language to express a concept or describe an object which there is no obvious word available in the language they use. In an example: "You are so *SKSD*". The speaker switched from English to Indonesian because there is no similar term of "*SKSD"* in English.

- **Linguistic Constraint**

The reason of code switching is not only about the functions or meaning of switches and the stylistic motivations for switches, but also the switching language can occurs in utterances when the grammar match each other. Holmes gave example in her book (2008, p. 45):

| English | French | Possible switch point? |
|---------|--------|------------------------|
| Red boat | Bateau rouge | NO |
| Big house | Grande maison | YES: Grande house or Big maison |

The switching languages between English and French above happen in adjective. An adjective "Big" in English can be switches with the adjective "Grande" in French and viseversa.

- **Attitude to Code Switching**

Attitude to code-switching is switching language that used by minority group to manipulate two or more codes proficiency in their language. It may increase self-consciousness and confidence in minority group. In example: Sometimes Mexican Americans speak by using two languages between Spanish and English. This term of mixing between Spanis and English is called *Tex Mex*.It is used by Mexican Americans to adopt or mix language between two or more prestige language.

Besides, the writer also uses additional reasons of code switching from Hoffman (1991, p. 116) who quoted in Wirawati (2012) that has not been mentioned in Holmes' theory, such as interjection, repetition for clarification, intention of clarifying the speech content for the interlocutor. Hoffman (1991) gives seven reasons of code switching:

- **Talking about a particular topic**

A speaker sometimes feels more comfortable to talk about particular topic by switching language. In example, A Maori person is recalling the visit of a respected elder to a nearby town.

"That's what he said in Blenheim. *Ki a matou Ngati Porou, te Maoritanga I papi ae I te whenua* [we of the Ngati Porou tribe believe the origin of

Maoritanga are in th earth]. And those Blenheim people listened carefully to him too.

- **Quoting somebody else**

People sometimes quote a famous expression, proverb, or saying of some well-known figures. For example: *Que no se pierda el tiempo* [don't spend your time without advantages]. Time is money (proverb).

- **Being emphatic to someone**

It is uttered when someone who gives their sympathy to another person by using different language which switched to second language. In an example: "You learn very hard, *epero que obtener una puntuacion* [I hope you get A score]".

- **Interjection**

Interjection is a short exclamation inserted into a sentence to convey surprise, strong emotion, or to gain attention. For example:

A : Well, I'm glad to meet you.
B : *Andale pues*! (O.K.Swell!). And do come again. Mm?

- **Repetition for clarification**

It is uttered in different language, but has same meaning. A repetition is not only served to clarify what his/her said, but also to amplify or emphasize a message. For example: Father calling his small son while walking through a train compartment, "Keep straight. *Sidha jao*" [keep straight].

- **Intention of clarifying the speech content for the interlocutor**

The switching language is used to make their speech easier to understand by the listener or can be understood by others. An example:

A: May you help me to take a paratusin?
B: What paratusin?
A: I mean *obat demam.*

In the situation above, the speaker B did not understand about "paratusin". Then, the speaker A switched from English to Indonesian to make B understand.

- **Expressing group identity**

The switching language is used to express the group identity, because every community has different way to communicate with others, for example: "We will meet again in another day. *Horas!"*

## 2.2. Related Studies

Code switching has become one of the sociolinguistic fields that have attracted many researches for many years. In this study, the writer describes several studies related to the topic of his study. The first is Reyes (2004) who analyzed about types and function of code switching in school. Then, Reyes (2004) described code switching patterns that were used by immigrant Spanish children between seven until ten years old. In this study, Reyes showed that the students were paired with a mutually selected friend and their speeches were collected in two contexts. It was the children when waited for an expected science experiment and when they worked together to follow an instruction worksheet about hands on magnetic materials. In his study, Reyes showed the characteristics

of children's switched language between Spanish and English and the function of using switching languages between Spanish and English. He also found that there were differential in frequent switch language and a wider variety of language between older children and the younger children. Reyes also showed that in seven years old used three types of code switching, while ten years old used five types of code switching during the conversation. The result of this study showed that children in seven years old used more Spanish than English, while children in ten years old decreasing their native language and increasing English.

Then, Zirker (2007) conducted a research about intra-sentential and inter-sentential code switching in early and late bilinguals. He described two types of code switching. Zirker analyzed code switching that happen in learning process by using Spanish and English. In this research, he compared between early and late bilinguals which divided the data into three categories good/bad response, rating, and response times. He also found that intra-sentential was good in late bilingual, while inter-sentential good in early bilingual. He also calculated types of verb (transitive and intransitive) in his data. Based on the data, transitive and intransitive were dominant in early bilingual. Besides, sentences were regrouped into two types. They were sentences with an auxiliary with a high frequency verb as the participle and sentences with an auxiliary with a low frequency verb as the participle. In early bilingual, the researcher found high frequency and low frequency dominant than late bilingual. Zirker concluded that age of acquisition was not become a factor of code switching, although early bilinguals tended to responded faster than late bilinguals for all types of sentences.

Moreover, Kumalasari (2008) conducted a research about types of code-switching and the function of code switching in *Empat Mata* talk show. In this talk show, the presenter used some languages to communicate with the guest start, such as using English and Indonesian. She found four types of code switching in *Empat Mata* talk show, such as situational, metaphorical, inter sentential, and intra sentential. She also described the function of code switching in this talk show, such as expressing of solidarity and showing status, changing to other topic, and for affective function. The result of this study showed that the switching language from Indonesian to English to make a joke and blend the situation.

Another research was also conducted by Qing (2012). He observed about purposes and reasons of code-switching and how code-switching is used as a communicative strategy in a bilingual teaching classroom. Qing used theory from Martin Jones (2000) to analyze the reason of code switching. The researcher used qualitative research which collected data from interview. The participants were a teacher of international trade and ten students, five boys and five girls. The result of this study, teacher in classroom used code switching because the teachers wanted to ensure that students with limited and varied English proficiency could understand the teaching points. The advantages of using code-switching in the teaching or learning process, firstly the students were provided input about grammatical and lexical information between two languages. Secondly, the students who have different proficiency were enabled to focus on learning the concepts of being presented. Thirdly, the setting opf the classroom provided the

way of establishing equal prestige for both English and Chinese, which contributes to encouraging a balanced distribution of the two languages.

Although the above studies have similarities with the writer's research regarding to show the types and factor that influence code switching happened, which Reyes (2004) observed types and function of code switching, Zirker (2007) observed types of code switching, Kumalasari (2008) observed types and the function of code switching, and Qing (2012) observed the purpose and the reasons of code switching. However, the setting or condition of participant is different. The condition in the writer's research, the participants are required to speak in English during the conversation. The writer also uses linguistic forms to analyze the proficiency of the students from their utterances. According to Holmes (2008, p. 46) states that intra-sentential more proficient than inter-sentential switching. However, intra-sentential switching requires good control of both codes.