

CHAPTER II

Literature Review

This chapter provides a summary of literature review related to the research. This chapter begins with the description of literature review, review of relevant studies, and theoretical framework of the research.

1.1 Code switching in the Classroom

Code-switching is one of the phenomena between bilingual people, which the speaker use their L1 (mother tongue) and their L2 (second language) in conversation situation (Jamshidi & Navehebrahim, 2013). It means that bilingualism might be happened in EFL and ESL context. In ESL context people may become bilingual people if the second language is not English language it must be another. While in EFL context, English become a foreign language as their second language. In ESL context, especially in Malaysia, Azlan & Narasuman (2013) explained that bilingual practice in the classroom tend to rarely use code-switching. The teacher use full English in the classroom especially when teachers-students communicate. However, during classmate talk the students prefer to use full Malaysia. Apparently, some of students felt bored when they should speak code-switching with their friend, they assume that English language only medium of communication in the class. It makes students prefer to speak Malay and they only speak English when they need to speak in English in certain situation.

This practice is different in EFL context. According to Yao (2011) in China code-switching practice in the classroom has a positive respond. Teachers tend to

use code-switching especially in China language to make a joke or to create a good atmosphere in the classroom. However, when teacher using English to explain grammar or lexical content the students prefer if teachers use China language to explain the content of the lesson. Thus, ESL class they rarely use code-switching because for them English is well better use as instruction language during English lesson but for EFL classroom code-switching seems very useful during the lesson. Moreover, the use of code-switching in the foreign language classroom is necessary because it may facilitate the students and teachers in English language and learning process (C . W i l l i a m S c h w e e r s, 1999).

In Indonesia the use of code-switching it seems helpfully for teachers in explaining the material and interpersonal relationship with students during teaching English langugae. In interpersonal relationship teachers can interact with students in good way such as giving them compliment or doing a humour in the class. Likewise, in explaining the material teachers switch from English to Bahasa to make sure the students understand with teachers explanation more easily Cahyani, de Courcy, Barnett (2016).

Code-switching in the EFL class is common in which teachers use it in the classroom if students feel they are not ready yet to use full English language (Karjo, 2007). In this case, code-switching is necessary for both teacher and students. However, there is no tendency that code-switching is important for only one of side because for teachers use code-switching to reformulate the material in whole class or in small group it also help the students to use code-switching in public class to respond the teachers during the lesson.

This confirms to the research from Setati, et. al (2002) that they try to conduct a research on the implementation of code switching in various classroom it is in EFL context, they try to make likert scale from 1-3 to access how implementation the teachers use code-switching in individual, small group, or whole public class during the lesson also for students the likert scale is from 1-4 it is to how implementation students use code-switching in public domain for responding to teachers, whole class, group, or individual. It means code-switching has took a part in the most of class for both teacher and students either in whole class, interaction, or small group.

On the other side, code-switching in the language classroom can be a useful strategy for teachers in interaction with students, the aim of teachers using code-switching is to make clear of meaning word and to transfer a new knowledge to students with an efficient way (Qing, 2010). One of the researcher see that code-switching as an opportunity in language development because in code-switching it is easy to transfer such of information from senders to the receivers (Skiba, 1997). In other word, code-switching helps teacher and students to transfer from unknow to know some important element during English lesson.

Likewise, Tien & Liu, 2006 (as cited in Bensen & Çavusoglu, 2013) suggest that the use code switching for low proficiency students may give them a better understanding of English lesson in EFL classroom. By presenting code-switching in the classroom it may make an effective and successful way in learning process and also provide an opportunity for teachers to transfer the language easier teaching learning for students. Code-switching will also help students' skill English lessons

(Rahayu, 2015). Code-switching can help students' English proficiency during learning process because by using code-switching teachers and students can express or explain the content with their mother tongue.

Skiba (1997) said that code-switching helps teachers to transfer the meaning between mother tongue and foreign language. Teachers use code-switching when students find difficult words in vocabulary and they need words replacement, code-switching may help teachers find word replacement by using their mother tongue (Rahimi, 2013). Thus, teachers use code-switching to make students understand the content of L2 by help to L1 and make a smooth change from foreign language to mother tongue when teacher explain the content.

2.2.Macro functions of Code-Switching

Code-switching is commonly used by people to interact toward a new social context, which are they will spontaneously switch to their language (Scotton & Ury, 1977). Therefore, people who switch their language from L1 to L2 it is because they try to adapt with a new social context and also to make a good communication with a new social context.

However, code-switching not only happened in a new social context, but also in the foreign language classroom especially in macro function implication which teachers use code-switching to speak with students for extra-pedagogical or informal because for teacher and students English is highly formal that used for institutional procedures. It makes students and teachers difficult to se English for extra-pedagogical purpose. By using code-switching students spontaneously

practice using code-switching in the class everyday also code-switching helps students' communicative understanding in code-switching (Canagarajah, 1995). Teacher decides switch from L2 to L1 it is to build students English proficiency by practice in speaking using code-switching with them in the classroom.

In additional, code-switching helps in social functions for teachers and students to make friendly environment in the classroom (Chen & Rubinstein-Avila, 2015). In line with Cahyani, de Courcy, Barnett (2016) teachers use code-switching in the classroom to create interpersonal relationship with students such as teachers gives praise, using some humor when in the class, etc. It may reduce students' nervousness in the class during lesson and also a good relationship between teachers and students may create a supportive classroom environment. Hence, teachers use code-switching not only for transfer some of a new knowledge but also to make students engaged in learning process without they do not feel afraid to communicate by using the English language.

Teacher can also give students praise by using the English language to show appreciation toward students in learning the English language. When teachers using English language to give praise they want to make less distance relationship with students and also teachers want to show their purity of the praise to students. Likewise, by using code-switching to praise students during the lesson it can be bilingual teachers' strategy to motivate students in learning English language Cahyani, de Courcy, Barnett (2016). However, it is common when teachers give praise using native language to students in the classroom. Sometimes students feel happy when they receive praise by teachers using mother tongue than non-native

language (Lin, 1996). To make sure students do not miss teacher's praise, teachers use mother tongue to maximal teachers' praise are archived to students, which has a good effect to the classroom understanding and teachers-students relationship (Qian, Tian, & Wang, 2009). By teachers give a praise for the students in the classroom by using English and native language, it still makes the students feel happy and appreciated their answer during the lesson.

The role of humor in the L2 classroom which teacher use humor in code-switching is to introduce humor in the lesson (Gilead, 2016). By introducing humor to students, teacher can reduce dilute the atmosphere in the class. When teacher used humor in the correct way it makes social situation become smoother in communication (Bell & Pomerantz, 2014). By using humor, it made interaction become smoother in the social situation also have an effect on the interaction of EFL classroom (Braga, 2000). In addition, the use of code-switching for humor purpose in the classroom can be a good strategy skill to create enjoyable atmosphere in the classroom for learning foreign language Cahyani, de Courcy, Barnett (2016). Braga (2000) said that the use of humor strategies in the classroom may not only help to create relax atmosphere, but also it is become teaching resource for teachers that help to solve some problem or prevent uncomfortable atmosphere that sometimes come out during the foreign language teaching-learning process. Humor for teachers help them to avoid boring situation when the students learn foreign language also the relationship between teachers-students was not awkward.

Mujiono, et. al (2013) said that code-switching for EFL classroom is effective to keep balance classroom communication both teacher and students during lesson

and also to avoid gaps between teachers and students in communication. The balance communication between teachers and students is important because it will help teachers to fill the gap in communication by using code-switching. Moreover, by using code-switching to communicate with students it will help both teacher and students in explain misunderstanding using their native language (Bensen & Çavusoglu, 2013). In the other words, code-switching makes communication become smooth between teacher and students during the foreign lesson also code-switching minimize misunderstanding.

2.3. Micro function of Code-Switching

Code-switching has several functions in pedagogical especially in classrooms which are teachers sometimes still are not aware of doing different functions during lesson which are very helpful in learning situations (Sultana & Gulzar, 2010). Code-switching is inevitable in classroom when teachers and students use it to communicate each other.

According to Canagarajah (1995) the micro-function of code-switching in the classroom was divided into two categories are classroom management and content transmission. First, classroom management uses for classroom behavior such as;

- (1) Opening classroom, to prepare classroom before start the lesson;
- (2) Negotiating directions, pre-instruction direction are use in L1 and the activities used in English;
- (3) Request help, a request help from the students to the teacher during the learning activities by using L1;

- (4) Managing discipline, to manage students behavior in the classroom for teacher but for students use to complain to teacher when they have problem with their friends;
- (5) Teacher encouragement, teachers use encouragement for nervous, afraid, or hesitant students to be active in the classroom by showing teacher affective toward their students which making a less forbidding atmosphere in the class ;
- (6) Teacher compliments, to make students comfortable by giving them praise during the lesson;
- (7) Teacher commands, teachers using L1 to make students attention in the classroom when teacher found students hesitant to follow teacher instruction;
- (8) Teacher admonitions, to express teacher disappointed, anger, or frustration with students;
- (9) Mitigation, teacher discourse marks or tags to get students answer when teacher ask them;
- (10) Pleading, students ask a favor or excuses to the teacher in the classroom;
- (11) Unofficial interactions happened in three circumstanes, teachers and students interactions to discuss a personal stuff or a new issue switch from L2 to L1, teacher to her students interaction using L1, and students and students use L1 to interaction each other;

The use of function code-switching for classroom management refers to keep classroom discipline and to manage students' attitude in the classroom (Ja'afar & Maarof, 2016). For teachers code-switching may be helpful them to control situations when students learning foreign language. Moreover, teachers who use code-switching in classroom management do not only adopt English words and simply translate it, but the teachers adapt which languages that appropriate to students in the classroom and teachers need to representative themselves as professional. When the teachers do code-switching during teaching learning do not use random but it should has a meaning (Cahyani, Courcy, & Barnett, 2016). When teachers used code-switching it depents on what is classroom situation and context that teachers should use language preference in the classroom to control the students.

Code switching that teacher do during the lesson is used as a form of getting attention to students, which teachers want to make them focus of an attention or they will change the activity (Merritt, Cleghorn, Abagi, & Bunyi, 1992). Teacher using code-switching to make students focus in the lesson when they want to opening a new topic and students' contribution during a lesson (Ferguson, 2003). In other word, teachers do code-switching in the classroom when they move into another topic or activity which are teachers wanted to get students attention at the same time students' participant during the lesson.

Anton and DiCamilla (1998) as reviewed in Turnbull & Arnett (2002) contended that teachers using L1 during students' learning foreign language in the classroom to assist students understanding step by step toward learning foreign

language and L1 for students as a cognitive tool to help them understanding in learning. Brooks & Donato (1994) cited in Turnbull & Arnett (2002) sometimes students used their L1 during the lesson to negotiate meaning with teachers. For some teachers using L1 during teaching and learning in the classroom may help them to make students active in the class, step by step to understand the content lesson, and also L1 for students use to negotiate meaning if they do not know the meaning with teacher. Teachers decide using L1 in the classroom to help students making target language and students' participant in learning foreign language (Turnbull & Arnett, 2002). It will help students focus on acquisition foreign language and students being active by giving their answer toward some topic learning.

Second, content transmission function to make sure teacher instruction or explanation in the classroom for both teachers and students by using code-switching such as;

- (1) Review, teacher asked students previous lesson to make sure students understanding about the material;
- (2) Definition, teacher defined for a new vocabulary by using L1;
- (3) Explanation, teacher clarity by reformulation the material or giving an example in the class by using code-switching;
- (4) Negotiating cultural relevance, teacher and students discussion related students the cultural background to the lesson by using L1 as a bridge between school and home;

(5) Parallel translation, teacher using target language at first after that teacher using mother tongue to translate the content with punctuated a vocabulary explanations; Additionally, Brooks & Donato (1994) said that one of the forms of parallel translate is by also negotiate meaning.

(6) Unofficial student collaboration, the discussion between students with students by using L1 when teacher decide the topic which the teacher help students to explore the content material;

Teachers switch from English language to mother tongue in the classroom because teachers want to reformulation the content of the lesson or clarify an instruction in whole class for their students to make the students' understanding Setati, et. al (2002). According to Üstünel & Seedhouse (2005) said that teacher using mother language to make students focus in their mother language, which it makes students easier to understanding the lesson when teachers explain it. Thus, by using code-switching teachers can simple transfer the content of lesson to their students in the classroom with their mother-tongue. Likewise, code-switching is useful to clarify the meaning when teacher review or make a definition based on the topic not only that teacher can be use code-switching to combine students point in teaching learning because it will make students willing to have discussions during the lesson. By students and teacher discussion in the classroom, they can relate their knowledge based on the background of their own culture (Sultana & Gulzar, Code Switching as a Teaching Strategy, 2010). Code-switching helps students' comprehend toward the content of lesson by using discussion with teachers in the classroom.

In addition, Atkinson (1993) makes a certain roles of using mother tongue which necessary for teachers to presenting and practicing in the classroom where as use to help students' proficiency during the lesson. The necessary roles of mother tongue in the class are;

- (1) Lead-ins, brainstorming students L1 to check students understanding toward the situation;
- (2) Eliciting language, getting language from students to show students understanding;
- (3) Giving instruction, to clarity instruction for students in writing textbook, worksheet, and speaking instruction;
- (4) Checking comprehension, to check students understanding toward difficult a word or phrase by asking them;

Based on Atkinson's theory above using mother tongue or code-switching for foreign language classroom is necessary because it will become make students easier to understand in learning foreign language and help teacher efficiency in some situation for explain instruction or lesson. It provides Turnbull & Arnett (2002) teachers switch into L1 when they explain the meaning of words or phrase by using acceptable language and L1 as a time saving tool for teachers. For some teachers using code-switching may save their time to explain the content of the lesson.

Cook (2001) (cited in Turnbull & Arnett, 2002) argues that as a foreign language teachers, the use of L1 can be a resource for students and teacher rather than a barrier to making a successful learning, it will create students become

authentic users in the target language. Dickson (1992) and Py (1996) as reviewed in (Turnbull & Arnett, 2002) teachers use their mother tongue to transfer the information for students easily understanding and processing when they receive target language. Therefore, when teacher input a foreign language to their students it is better teachers also use students' L1 as a bridge when they teach foreign language in the classroom.

Furthermore, when teachers teach target language for students, they should use the target language maximized in the classroom because it has an effect on students motivation, students can see how useful the knowledge of target language in the future MacDonald (1993) cited in (Turnbull, 2001). MacDonald (1993) as reviewed in in (Turnbull & Arnett, 2002) states that when teachers teach a target language it is better not to depend too much using L1 to explain a meaningful information it will make students has no motivation to understand the target language. Hence, when teachers using target language it may archive target learning which teachers teach in the classroom and it will make students think that target language may useful for their in the future society. Turnbull (2001) proved it by his research in Canadian which he teaches French language. He stated that students in his class are prefer when he use target language to explain the content lesson such as analyze a grammar point, debate about sensitive topic, and talking about social activities rather than using English language because students think using French language is actually useful in real-life communication. It means that target language which teachers teach in the classroom for students as a communication language for them in future.

2.4.Relevant Studies

Research by Cahyani, de Courcy, Barnett (2016), entitled “ Teachers’ code-switching in bilingual classroom: exploring pedagogical and sociocultural functions”, aimed to reports on an ethnographic case study investigating how and why teachers switched between languages in tertiary bilingual classrooms in Indonesia, where the main language of instruction was English. This qualitative study teachers’ code-switching was frequently to gain students understanding about the unfamiliar context or concepts and to support students’ English proficiency, where the pedagogical focus just on the subject more than language. The data get at East Java, Indonesia in three classroom over one semester. The data collection get from video, audio recording, semi-structured interview, and focus group discussion. The final is code-switching is frequently use by teacher to support students comprehension of unfamiliar concepts and also to archive better communication with students.

Research by Mingfa Yao (2011), entitled “On Attitudes to Teachers’ Code-switching in EFL Classes”. The aim of this study to investigate and show the teachers and students’ attitudes to code-switching (CS) used by teacher in EFL classes in China. This study is mix method research. The participants for this research are 52 English teachers and 100 students in two senior high school. The main data collection is questioner consist of four sections and 20 items using Likert-type scale from 5 to 1. The first five-item section elicits some information teachers’ personal using code-switching in the classroom, the first section include the functions of code-switching such as teacher code-switching in subject access,

classroom management, and interpersonal relationship. The second sections elicit participants' attitude toward code-switching used in subject access. The third section elicit the data teachers' used code-switching for classroom management. The last section elicit attitudes toward teachers' code-switching in interpersonal relationship. The result from this study is the teachers and students has a positive attitude toward code-switching in EFL classroom but the use of code-switching should be adapting based on students level.

Research Nik Mastura Nik Ismail Azlan and Suthagar Narasuman (2013), entitled "The Role of Code-Switching as a Communicative Tool in an ESL Teacher Education Classroom". The aim of this study to investigate how code-switching functions as a communicative tool in an English as a second language teacher education class in a tertiary institution Malaysia. This research study is mix-method. The data collection is observation and interview conducted to find finding and for quantity is survey and questioner. The questioner consist of 14- item which are divided into 5 section include data on demography, language use in the classroom, respondents' perception, frequency, and reasons for code-switching. The participants from this research are 28 students in the B. Ed (TESL) programmed at the Faculty of Education in Malaysia. The result from this study English was dominant language which students and the teacher used in communicate while code-switching was used to convey in specific situations and to build solidarity in L1.

2.5. Theoretical Framework

This research present micro and macro functions of code-switching in the classroom as the main topic. The aim from this research to explain the implementation of macro and micro functions of code-switching and to describe the reasons for teacher uses code-switching in the English classroom. Grand theory from this research are Canagarajah (1995) which are the experted have a background research in linguistic especially in code-switching for education. The reason researcher use theory from Canagarajah (1995) for code-switching because to get more information about code-switching in the classroom which used by teacher during the lesson. The context from this research in MAN 3 Sleman especially in English learning classroom.

Figure 2.1 Analytical Construct Code-switching.

