

CHAPTER II

RELATED STUDIES

Considering this paper as a scientific work, it is important to explain the theories. Some related theories will be discussed in this chapter to give a clear understanding about the topic.

The theories will discussed about sociolinguistic, the understanding of communication, the understanding of bilingualism, code, the understanding of code switching, types of code switching, understanding of code mixing, types of code mixing and factor causing of code mixing. Furthermore it will be discussed each of the theories.

2.1 Sociolinguistics

Language is one of the most powerful emblems of social behavior. In the normal transfer of information through language, we use language to send vital social messages about who we are, where we come from, and who we associate with. It is often shocking to realize how extensively we may judge a person's background, character, and intentions based simply upon the person's language, dialect, or, in some instances, even the choice of a single word.

Given the social role of language, it stands to reason that one strand of language study should concentrate on the role of language in society.

Sociolinguistics has become an increasingly important and popular field of study, as certain cultures around the world expand their communication base and intergroup and interpersonal relations take on escalating significance.

Sociolinguistics is the study of how language serves and is shaped by the social nature of human beings. In its broadest conception, sociolinguistics analyzes the many and diverse ways in which language and society entwine. This vast field of inquiry requires and combines insights from a number of disciplines, including linguistics, sociology, psychology and anthropology.

Sociolinguistics examines the interplay of language and society, with language as the starting point. Variation is the key concept, applied to language itself and to its use. The basic premise of sociolinguistics is that language is variable and changing. As a result, language is not homogeneous — not for the individual user and not within or among groups of speakers who use the same language.

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms expectations, and context, on the way language is used, and the effects of language use on society. In reference of different socioinguistic is the study of how language serves and is shaped by the social nature of human beings. This vast field of inquiry requires and combine insights from a number of disciplines including linguistic, sociology, psychology, and anthropology.

According to Wardhaugh, 1986: 12, he says sociolinguistic is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of language and how language function in communication.

2.2 The understanding of Communication

Every people do communication in daily life. Communication (from Latin *commūnicāre*, meaning "to share") is the act of conveying intended meaning to another entity through the use of mutually understood signs and semiotic rules. The basic steps of communication are the forming of communicative intent, message composition, message encoding, transmission of signal, reception of signal, message decoding and finally interpretation of the message by the recipient.

Another definition Communication is simply the act of transferring information from one place to another. Although this is a simple definition, when we think about how we may communicate the subject becomes a lot more complex. There are various categories of communication and more than one may occur at any time. The different categories of communication include:

1. Spoken or Verbal Communication

It can do with face-to-face, telephone, radio or television and other media.

2. Non-Verbal Communication

This is something with body language, gestures, how we dress or act - even our scent.

3. Written Communication

One of the way communicate with use media like: letters, e-mails, books, magazines, the Internet or via other media.

4. Visualizations

Communicate with use graphs and charts, maps, logos and other visualizations can communicate messages.

Otherwise we must know that what is the function of communication itself. According by Corder, 1973: 32 he says there are four communicative functions of language. They are intentional communication, unintentional communication, linguistic communication and non-linguistic communication.

Its function will be explained below:

a. Intentional communication

When we with someone, we can infer ertain things about a person by his voice or vocal activity intentional communication leads to the intention of informing or convey message to receive. (Corder, 1973: 33)

Example : let's say the person is selling advertising services, their intentional communication might be "As a world-class advertising agency, we deliver results that become sales for you".(<https://www.linkedin.com/pulse/20140902183750-17053323-marketing-intentional-vs-unintentional-communication>)

b. Unintentional communication

The function refers to a communication that the receiver learns something that he did not know before, even though the sender has no specific intention of informing him of anything. Behavior is important aspect in this function.(Corder, 1973: 32). Example: if we seen a friend walking along the road, unobserved by him, we may be able within fairly broad limits to draw certain conclusion about him, his state of mind and health, where he is doing and why, just from the way he is walking. In this sense, his walk "tells" us something, but no one would suggest that he is walking in order to communicate with us.

c. Linguistic communication

Linguistic communication is communication between the sender and the receive which is using clear way of conveying the mesage. For example: when someone shouts to call his friend,"hey Mike, come here;;, his intention would be exactly the same with what

he has in mind and the receiver understand it so the communication is successful. (Corder, 1973: 33)

d. Non-linguistic communication

Sometimes when we want to call a person, we simply wave our hand or just use cough to attract his attention. This kind of communication is called non-linguistic communication. It is quite hard for the receiver to understand because it only uses gestures and other body language in conveying the message. This communication can be successful if the participants (sender and receiver) have the same mind so when the sender delivers the message, the receiver automatically understand what the intention of the message is (Corder, 1973: 33)

2.3 The understanding of Bilingualism

Communities are multilingual and no effort is made to suppress the variety of language that are spoken. Multilingualism is a norm in this community. A bilingual or multilingual, situation can produce still other effects on one or more of the language involved. Roughly speaking, societal bilingualism occurs when in a given society two or more languages are spoken. (in book entitled ‘‘language contact and bilingualism’’ by Rene Appel and Muysken, 1986: 1)

Weinreich (1953: 5) says that the practice of alternatively using two languages will be called here bilingualism and the persons involved bilinguals. Example : Kevin's parents are mix of two different cultures. His father is American and his mother is Madura. Kevin usually speak two languages English and Indonesian. (Weinreich, 1953: 5)

In fact, a monolingual individual would be regarded as a misfit, lacking an important skill in society , the skill of being able to interact freely with the speakers of other languages with whom regular contact is made in the ordinary business of living. In many parts of the world it is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization.

These various languages are usually acquired naturally and unselfconsciously, and the shifts from one to another are made without hesitation. In some cases, the bilingual-bidialectal distinction that speakers make reflects social, cultural, and political aspirations or realities rather than any linguistic reality.

According by Suzanne Romaine, Bilingualism divided into three types. They are: Coordinate Bilingualism, Compound Bilingualism, and Sub-Coordinate Bilingualism. The explanation can be seen below:

a. In Coordinate Bilingualism, the person learns the language in separate environment and the words of the two languages are kept separate with each word having its own specific meaning. The Coordinate Bilingualism has two semantic systems and two linguistic codes. It usually refers to someone whose two languages are learnt in distinctively separate context. Example: If a person learns Urdu in Pakistan and English from Britain, then he will be called a Co-ordinate Bilingual. Such people have separate systems for each language in their minds. So the words and concepts of each language will be kept in mind separately. (linguisticslearner.blogspot.com/2012/05/bilingualism.html)

b. In Compound Bilingualism, the person learns the two languages in the same context where they are used concurrently so that there is a fused representation of the language in the brain. The compound bilingualism has one semantic systems but two linguistic codes. It usually refers to someone whose two languages are learned at the same time, often in the same context. Example: We can see Urdu and Punjabi as an example.

Both are learnt in the same environment, and thus it can be said that we, the Punjabi speakers of Urdu, are Compound Bilinguals i.e. we have same system of concepts in our minds but the only thing which changes is the words or vocabulary items of two separate languages. (linguisticslearner.blogspot.com/2012/05/bilingualism.html)

c. In the Sub-Coordinate type bilinguals interpret words of their weaker language through the words of the stronger language. Thus, the dominant language acts as a filter for the other. Example: The chief concern of anthropologists is to understand culture.

So in other words, In a multilingual society, people are usually forced to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes.

The situations which bring a speaker to choose a certain code are solidarity with listeners, choice of topic, and perceived social and cultural distance. The motivation of the speaker is an important consideration in the choice.

2.4 Code

In communication and information processing, code is a system of rules to convert information such as letter, word, sound, image or gesture into another form or presentation, sometimes shortened or secret. When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. The term is useful because it is neutral. Terms like *dialect*, *language*, *style*, *standard language*,

pidgin and creole are inclined to arouse emotions. In contrast, the 'neutral' term *code* can be used to refer to any kind of system that two or more people employ for

communication. Code will be something we may also want to call a language. A language is what the members of a particular society speak.

People can do the process of coding in many variation such as soft, hard, quick, and slow with tone depend on condition and situation of the speaker. The varieties of language are much dominated or influenced by the factors of the speech event. The factor of the speech event which may influence the varieties of language are: setting participant and their relationship, topics, ends, channel tone, message form. Example: Many teenagers who use the language code with a mix of English and Indonesian, it has such as: like ya, thanks ataskonfirmasinya, lagi on the way..

Another example: In Maharashtra, India, four languages are spoken: Marathi and Urdu (both of which are Indo-European) and Kannada (a non-Indo-European language). A few people also speak Telugu, also a non-Indo-European language. The highest caste, the Jains, speak Kanada and the lowest caste, the untouchables, speak Marathi. People in different castes must speak to one another and to the Telugu – speaking rope-markers. The Urdu-speaking Muslims must also be fitted in. (Wardhaugh, 1986: 98). Code are divided into two, they are code switching and code mixing. Furthermore, two kinds of code can be explained below.

2.4.1 Code Switching

In linguistic, code switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Code switching is distinct from other language contact phenomena, such as borrowing, pidgin, and creole, loan translation (calques) and language transfer (language interference). Code Switching occurs in conditions of change, where group boundaries are diffuse, norms, and standard of evaluation vary, where speaker ethnic if it is true that code switching style serve as functioning communicative systems, if members can agree on interpretations of switching in context and on categorizing other on the basic of their switching, there must be some regularities and shared perception whese these judgments can be based (Wardhaugh, 1986:111).

There are two kinds of code switching (according by Wardhaugh, 1986:102) situational and metaphorical. They will be described below.

1. Situational Code switching

Situational code switching occurs when the languages used change the language because of the change according to the situation in which the conversant find themselves: they speak one language in one situation and another in a different one (Wardhaugh, 1986: 102)

For example:

Io mail'ho vista una campagna elettoralecosi. Neppurenelquarantotto, che era
ildopoguerra, chec'erano....chec'eranoproprioumoritemendi. Mai si era
verificato. N'autracosat'ai'acchiedirti, Giovanna.

(a change in topic is an example of a changed situation that may be marked by
code switching. The speaker in this example switches from standard Italian to
the local language, marking the situation with a different language).

2. Metaphorical code switching

Metaphorical code switching occurs when a change of the topic of the
discourse requires a change in the language used. Thus, a language used in a
situation which is different of the one it is usually used the topic of the
situation is one that is used with the situation is usually used in. Metaphorical
code switching occurs within single situation, but adds meaning to such
component as the role relationship which is being expressed. (Wardhaugh.
1986:103)

For example:

Grandfather: Szo! Ide dzsiini! Jesztjeramunyi

(well, come here! Out all this way)

Mind e kettuotok, no hat akkor

(both of you, well now)

Kum her! Nemkoapszvacsorat

(come here! You don't get supper)

(Hungarian is shown in ordinary type with German. Grandfather first calls his grandchildren in Hungarian. But when they do not answer him. He switch to German. Since the german language is associated with more formal setting, it gives the grandfather's words more force).

But another explain from Romaine (1989: 121) use the term "code switching" in the sense in which Gumperz has defined it as 'the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems'.

On the basis of its material such as this narrative it is possible to distinguish three types of switches textually. Scholar use different names for various types of code switching they are intersentential switching, intrasentential switching, tag switching, intraword switching. It will be explained below

1. Intersentential switching occurs outside the sentence or the clause level. It sometimes called extrasentential switching. For example: in Assyrian-English switching one could say " Ani wideili. What happened? (those, I did them. What happened?)

2. Intrasentential switching occurs within a sentence or a clause. For example: in Spanish-English one could say ‘‘ La onda is to fight y jambar’’ (the in-thing is to fight and steal).
3. Tag switching is the switching of either a tag phrase or a word, or both, from one language to another,(common in intra-sentential switches). For example: in Spanish-English switching one could say ‘‘ El es de Mexico y asiloscriaron a ellos, you know’’ (he’s from mexico, and they raise them like that, you know).
4. Intra word switching occurs within a word itself, such as a morpheme boundary. For example: in Shona-English one could say ‘‘ but ma day sanoayahandisikumuona(but these days I do not see him much).

There are some significance of Code Switching and Code Mixing in the class room. And I try to identify them into three parts of functions, they are:

-Code switching in a bilingual community context means that code switching can be used for self expression and is a way of modifying language for the sake of personal intentions. And may be used in order to build intimate interpersonal relationships among members of a bilingual community (Holmes, 1992:275).

-The function of teachers’ code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. These functions are

listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999:61).

-The function of students' code switching; The first function of student code switch is equivalence, The next function to be introduced is floor-holding, The third consideration in students' code switching is reiteration, which is pointed by Eldridge as: "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one code, but not understood" (1996:306). The last function of students' code switching to be introduced here is conflict control.

2.1.1.1.Types of code switching

According to Poplack in Romaine (1989:122) code switching is divided into three types. They are tag switching, inter-sentential, and intra-sentential. It will be discussed below

1. Tag switching

Tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in the other language. Involve an exclamation, a tag or a parenthetical in another language than the rest of the sentence. The tag etc serves as an emblem of the bilingual character on an otherwise monolingual sentence. That is why Poplack has named this type of switching as emblematic switching.

For example:

- a. 'OYE, when I was a freshman I had a term paper to do....

(theword'OYE' at beginning of the paragraph which is written in a language different from the rest of sentence. This tag –switch might occur because the speaker lacks the nessesary vocabulary in English (Valdes Fallis, 1976;quoted in Appel and Muysken, 1996: 176).

- b. And all of a sudden, I started acting real CURIOSA, you know(the example above can be inserted without interfering with the syntactic organization of the utterance.

2. Intra –sentential switching

Intra-sentential switching involves, arguably, the greatest syntactic risk, an may be avoided by all but the most fluent bilinguals (Romaine, 1989:123). Intra-sentential switching occurs in a middle of a sentence. This type of intimate switching is often called code mixing. Here, switching in different types occurs within the clause or sentence boundary. It may also include mixing with word boundary.

For example:

'I started acting real CURIOSA'(Valdes Fallis, 1976; quated in Apple and Muysken, 1996: 176)

(the example where both codes are mixed within a sentence. This type of code switch contains the highest syntactic risk and typically referred to as code mixing).

3. inter-sentential switching

inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or sentence is in one language or another.

For example:

‘Y LUEGO DECIA, look at the smoke coming out of my fingers , like that’(valdesFallis, 1976; quoted in Apple and Muysken, 1996: 176)

(This types of switch is found between sentences and often arises in sentence boundaries, marked with as short pause and between speaker turns).

2.4.2 Code Mixing

Code mixing is the mixing of two or more languages or language varieties in speech. Some scholars use the term code mixing interchangeably, especially in studies of Syntax, morphology, and other formal aspect of language. Code mixing to refer to all cases where lexical items and grammatical features from two languages appear in one sentence (Pieter Muysken, 2000: 1). In other definition by Wardhaugh (1986: 103) says code mixing occurs when conversants use both languages together to the extent that they change from one language to the other in the course of a single

utterance. Code mixing is similar to the use or creation of pidgins, but while a pidgin is created across groups that do not share a common language, code mixing may occur within a multilingual setting where speakers share more than one language.

Muysken (1995) proposed constraints are:

A. The **Free-morpheme Constraint**: code-switching cannot occur between bound morphemes.

B. The **Equivalence Constraint**: code-switching can occur only in positions where "the order of any two sentence elements, one before and one after the switch, is not excluded in either language." Thus, the sentence: "I like you *porque eres simpático*." ("I like you *because you are nice*.") Is allowed because it obeys the relative clause formation rules of Spanish and English.

C. The **Closed-class Constraint**: closed class items (pronouns, prepositions, conjunctions, etc.), cannot be switched.

D. The **Matrix Language Frame** model distinguishes the roles of the participant languages.

E. The **Functional Head Constraint**: code-switching cannot occur between a functional head (a complementizer, a determiner, an inflection, etc.) and its complement (sentence, noun-phrase, verb-phrase).

According to Appel and Muysken (1987:117) the type of utterance, known as code mixing, has been studied in considerable detail since about 1970,

a. From a sociolinguistic point of view

why do people switch between languages,

b. From a psycholinguistic point of view

what aspects of their language capacity enable them to switch

c. From a linguistic point of view

how do we know that they are really switching and have not simply introduced an element from another language into their linguistic system.

Weinreich (1953: 73) says that intra-sentential code mixing was a sign of lack of bilingual proficiency and interference. An ideal bilingual 'switches' from one language according to appropriate changes in the speech situation (interlocutor, topics, etc) but not in an unchanged speech situation and certainly not within a single sentence.

The process of intra-sentential code mixing are :

- Insertion of material (lexical items or entire constituents) from one language into a structure from the other language.
- Alternation between structures from languages
- Congruent lexicalization of material from different lexical inventories into a shared grammatical structure

Psycholinguistic and sociolinguistic factors influencing code mixing such as degree of bilingual proficiency, mode of bilingual processing, political balance between the languages, language attitudes, and types of interactive setting.

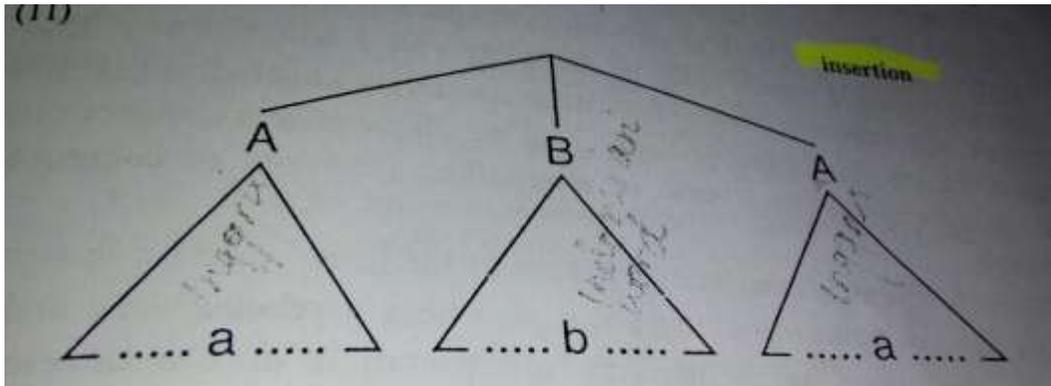
2.4.2.1 Types of Code Mixing

According by Pieter Muyskenin his book entitled “ Bilingual Speech: A Typology of Code Mixing, there are three types of code mixing, they are: Insertion, Alternation, and Congruent lexicalization. The explanation of types of code mixing can be seen below:

2.4.2.1.1 Insertion

Insertion of material (lexical items or entire constituents) from one language into a structure from the other language. Approaches the depart from the notion of insertion (associated with Myers-Scotton 1933b) view the constraints in term of the structural properties of some base or matrix structure. The process of code mixing is conceived as something akin to borrowing: the insertion of an alien lexical or phrasal category into a given structure. The different would be simply be the size and type of element inserted noun and phrase. Insertion occurs when lexical items from one language are incorporated into another.

It illustration of Insertion:



In this situation, a single constituent B (with words b from the same language) is inserted into a structure defined by language A, with words a from that language (Muysken, 2000:7)

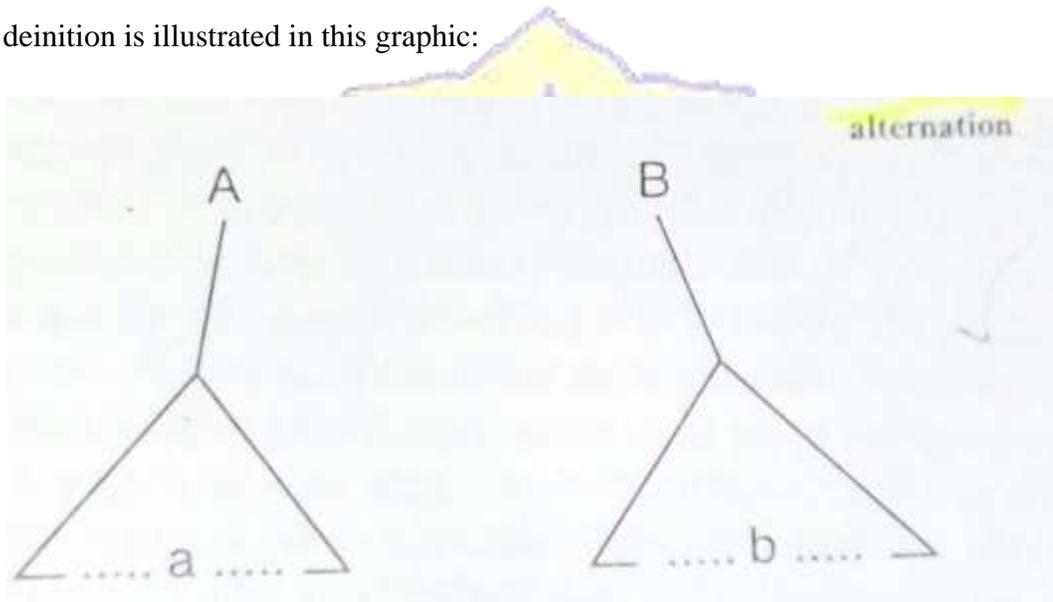
For example:

1. Besok akan ada *inspection* (www.sosiolinguistik.blogspot.com//insertion)
2. Maaf, untuk kamar *deluxe* hari ini *fully booked*
(www.sosiolinguistik.blogspot.com//insertion)
3. Nanti malam akan ada *dinner* untuk 15 orang
(www.sosiolinguistik.blogspot//insertion)

In example (1) the word *inspection* is classified as nomina in English which is inserted into the Indonesian utterance. Then in Example (2) the word *fully booked* as complement in Indonesian utterance. And the example (3) the word *dinner* inserted between two Indonesian utterances.

2.4.2.1.2 Alternation

Alternation between structure from languages. Approaches departing from alternation (associated with Poplack 1980) view the constraints on mixing in terms of the compatibility or equivalence of the languages involved at switch point. The definition is illustrated in this graphic:



In this situation, a constituent from language A (with word from the same language) is followed by a constituent from language B (with words from that language). The language of the constituent dominating A and B is unspecified (Muysken 2000:7)

For example :

1. *Reservationnyasudahdibataalkankemarin*

(www.sociolinguistik.blogspot.com//alternation)

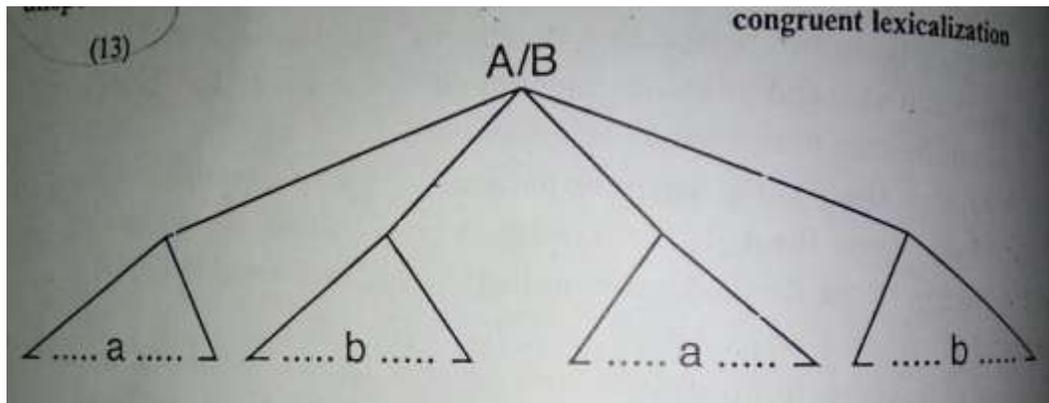
2. *Andale pues and do come again* (www.sociolinguistic.com//alternation)

In example (1) reservationnya as Noun Phrase so it's happen by alternation process between structure in it. And in example (2) there is no reason to assume that the Spanish first segment is embedded in the English second segment.

2.4.2.1.3 Congruent Lexicalization

Congruent lexicalization of material from different lexical inventories into a shared grammatical structure. In the case of congruent lexicalization, it appeared that there is a largely (but not necessarily completely) shared structure, lexicalized by elements from either language. It illustration graphic of congruent lexicalization: The notion of congruent lexicalization underlies the study of style shifting and dialect/standard variation, as in the work of Labov (1972) and Trudgill (1986), rather than bilingual language use proper (Muysken, 2000).

Congruent lexicalization is akin to language variation and style shifting: switching is grammatically unconstrained and can be characterized in terms of alternative lexical insertions. Linguistic convergence feeds into congruent lexicalization and the two processes may reinforce each other. Some cases of word-internal mixing can be viewed as congruent lexicalization (2000: 221).



In this situation, the grammatical structure is shared by languages A and B, and words from both languages A and B are inserted more or less randomly (Muysken, 2000: 8)

For example

1. Beberapa aktifitas yang bias dilakukan di hotel antara lain *cooking class*, *yoga class*, *dan* *cycling* *tour*.
(www.sosiolinguistik.blogspot.com//congruentlexicalization)
2. Setiap hari kami ada *Bali Night Dinner* dengan *entertainment* di *open stage*. (www.sosiolinguistik.blogspot.com//congruentlexicalization)

In example (1) classified as congruent lexicalization because there are two languages (Indonesia and English) in one sentence. Then in example (2) classified as congruent lexicalization too is alternately in one sentence.

2.1.1.2. Factor Causing Code Mixing

According by Mio Y Ju in Dewi Rosita Ningsih (2009: 16-23) describe that there are five factors causing of code mixing, they are perception on the interlocutor's language background, language

dominance, language attitude, psycholinguistic motivation and mixing in a highly accessible word or phrase. It will be describe below:

a. Perception on the interlocutor's language background

When the interlocutor in weak I certain language, the speaker or writer uses code mixing to accommodate the interlocutor or reader's language proficiency.

b. Language Dominance

Language dominance means the language which often used by people in communication. Because of this, when the people speakers or writers in foreign language, they mix those languages with their language dominance. It can occur for some words or mixing words which are dominant in human's communication.

c. Language Attitude

Personal's general attitude toward code mixing plays role in someone's code mixing frequency. The person can choose the mixing words as they like to express their creativity in using words (code mixing).

d. Psycholinguistic Motivation

Sometimes people hardly find the words for particular term in their own language. Then, they mix the term which are more familiar with their own language.

e. Mixing in a highly accessible word or phrase

This is due to the English term being more accessible. The term can be created from job. That is why every job has different term from the others. Those term are proper name (example: brand's name), school term (example: library, canteen, homerwork), computer term (example: click, enter, delete).

