CHAPTER 2

THEORITICAL FRAMEWORK

In this chapter, I use sociolinguistics to analyse the research. The theories are bilingualism, and code switching consisting of Hoffman's type of code switching and the reason why of using code switching.

2.1. Sociolinguistics

Two terms that come to mind when discussing sociolinguistics are "linguistics," or "pertaining to language," and "socio," or "pertaining to society." The general public can infer language and society are the focus of sociolinguistics. Sociolinguistics is the official name for the branch of linguistics that studies language in relation to society. Society and language are similar to hand and glove. They are connected because language cannot exist in a society without society. The nature of language and the nature of society can both be better understood through the lens of sociolinguistics. In various social contexts, we speak in different ways. Hymes (1974, p. 123), for example, has noted that language boundaries between groups are not determined solely by the use of linguistic items, but also by the attitudes and social meanings associated with those items. Sociolinguistics is made up of two words: sociology and linguistics. Sociology is the scientific and objective study of people, institutions, and social processes in society. Fishman (1970:30) says that the study sociolinguistics is qualitative. Sociolinguistics explains usage language in certain contexts, according to Fishman's (1970:30) opinion which says that sociolinguistics is who speaks, what language, to whom, when, and for whom.

The goal of sociolinguistics is to better understand language and society through its investigation of the relationships between the two. Similarly, the goal of sociology of language is to better understand social structure through language study, for example, by identifying the ways in which specific linguistic features serve to characterize particular social arrangements. The distinction, according to Hudson (1996, p. 4) in (Wardhaugh 2006:8), is that sociology of language is the study of society in relation to language, whereas sociolinguistics is the "study of language in relation to society." Stated differently, the goal of sociolinguistics is to

learn as much as possible about the nature of language by examining language and society.

Like other subjects, sociolinguistics consists of both theoretical and empirical components. That is to say, we are unable to simply consider different facets of language use from a distance. To put it another way, we can't make judgments about how language is used in society based only on our own experiences. First, since most of us are not consciously aware of the wide range of variations in speech we hear in our daily lives, the way we interpret our own experience may not be accurate. Furthermore, extrapolating broad conclusions about language use in a society or among societies is extremely difficult from personal experiences. More specifically, sociolinguists investigate how language and society interact. They investigate the language's social role and the manner in which meaning is communicated through it. Sociolinguists provide an explanation for the differences in speech patterns among social contexts. Sociolinguists are curious about "who speaks, which language to whom, and when," according to Fishman (1970:30). To elaborate on what Fishman said, sociolinguists are interested in the following: a) the speaker's identity and social role; b) the language used, whether formal or informal, dialect or standard; c) the listener's identity, including whether they are a boss, peer, or subordinate, a parent, sibling, or child; d) the situation at the time of speech, including whether it is taking place in an office or not.

It can be concluded, sociolinguistics is a branch of linguistics that studies how language interacts with social factors. This field studies how language is used in society and how social factors like social class, ethnicity, gender, age, and other social contexts influence language use. Some of the major concepts and areas of study in sociolinguistics are as follows: 1) language variations, sociolinguistics studies language variations, such as dialect, accent, or language style. This includes analyzing language variations associated with specific social groups or communicative contexts; 2.) language change, sociolinguists are also interested in how language evolves over time. This can include changes in language structure, vocabulary, and even phonological adjustments; 3.) multilingualism, research in sociolinguistics frequently includes the use of multiple languages in a given social context, multilingualism can be found on an individual or societal level; 4.)

language and social identity, sociolinguistics studies the interaction of language and social identity. Language usage by individuals or groups can reflect ethnic identity, gender identity, or other social identities; 5.) sociolinguistic inquiry in communication, the sociolinguistic focus also includes an examination of social interactions in communication. The use of language in everyday interactions, whether within families, groups of friends, or at work, is an important area of study; 6.) phonetic and phonological variability, sociolinguistics can include the study of socially influenced variations in pronunciation (phonetics) and sound systems (phonology). Sociolinguistic studies frequently include field observations, interviews, and the analysis of language data gathered from a specific language community. Sociolinguistics' main goal is to understand how language functions not only as a linguistic system but also as a complex and relevant social practice in the context of society (Naibaho, 2020:18).

2.2. Bilingualism

People who speak different languages in different parts of our nation are classified as bilinguals, or multilingual. This is caused by the existence of hundreds of regional tongues that share a common tongue. The greatest opportunity for immigrant communities of various ethnicities to participate in and enrich the communities they visit is afforded by this dual language status. Language use requires social norms in order to facilitate effective communication and prevent miscommunication. This typically occurs in multilingual communities residing in large cities. The main goal of bilingualism is to communicate with others in different contexts. Multilingualism is influenced by factors such as acceptance in a new society. Unifying language is more likely to be used at the start of a conversation with new people who arrive without first learning about their background. (Rahmini, 2019:50)

According to Mukhtar (KEMDIKBUD website, 2018) a person's response to two languages can be used to determine how proficient their bilingualism is. The ability to speak and understand two languages is known as bilingualism. A person with low bilingualism will typically shy away from speaking to others in a language other than their mother tongue. The second method is to consider a person's skills

from a receptive standpoint. When someone can effectively receive speech in another language, it can be considered that they are bilingual. The capacity to finish a sentence is another indicator of someone's bilingualism. In addition, a person's haphazard pronunciation choices can be used to gauge their bilingualism. A person who is proficient in two languages that they can use interchangeably is known as a bilingual. Every language, though, has a specific function. People who have sufficient sociolinguistic experience are considered bilinguals. A person is classified as bilingual if they possess the same ability to use two different languages and can do so in appropriate contexts. Those who are bilingual but not diglossic that is, who alternately masters two languages know that each language serves the same purpose. (Mukhtar, A. S, 2018, July).

Fishman (1975:73) says that bilingualism is sociolinguistic interpreted as the use of two languages by a native speaker socializing with other people. The term "bilingualism" has generated significant debate regarding its definition, as it is a sociolinguistic phenomenon. As per Baetens Beardsmore, the term "bilingualism" has an open-ended semantics. Put another way, there is no universal definition of bilingualism, so it may mean different things to different people. "It is native-like control of two languages," according to Bloomfield (1933:55). Mackey (1962:52), in contrast, defined bilingualism as "the capacity to utilize two languages. "While Haugen (1953:7) proposed "a point where a speaker can first produce complete meaningful utterances in the other language" as a starting point for defining bilingualism.

Furthermore, bilinguals in these communities are aware of some of the norms that other bilinguals follow in addition to the rules that apply within their own subgroups. Some key points about bilingualism: Bilingualism refers to the ability to communicate in two or more languages. Bilingual people may have varying levels of proficiency in each language, and they may use those languages in various contexts. Individual and Social Bilingualism: Bilingualism can refer to the ability of an individual or the nature of a society to use two or more languages in daily interactions. Bilingualism can be developed in a variety of ways, such as growing up in a bilingual family, receiving formal education in two languages, or living in an environment that encourages the use of two languages. Asymmetric

Bilingualism occurs when an individual is more proficient or comfortable in one language than another. This is referred to as asymmetric bilingualism. Early Bilingualism: When children are exposed to two languages at a young age, they can develop early bilingualism. Children can learn both languages at the same time and develop skills in both. Bilingualism has numerous advantages, including improved cognitive abilities, increased employment opportunities, and improved interactions in multicultural settings. Bilingualism has also been the subject of research in linguistics and psychology to better understand how the human brain processes and manages multiple languages. (Hamers and Blanc, 2000:352)

2.3. Code Switching

Code switching is the process of switching between two codes. Stated differently, code switching occurs when we employ two distinct codes concurrently or alternate between them during a discourse. Most speakers are proficient in multiple dialects of the language they speak, and bilingualism even multilingualism rather than unilingualism is the norm for many people worldwide. Therefore, when people choose to speak, they are typically forced to choose a specific code. However, they are also free to choose to mix or flip between codes, even within occasionally very brief utterances, which is a process known as code-switching. During a single speaker's turn or in between speakers' turns, code-switching, also known as code-mixing, can happen. In the latter instance, it can happen intra-sententially between sentences or inter-sententially within a single sentence. Code-switching can result from personal preference or be a significant identifier for a group of speakers who have multiple languages to deal with in their daily activities. Code switching is a conversational strategy that can be used to create, evoke, or alter interpersonal relations with their rights and obligations, as stated by Gal (1988, p. 247).

Code switching is the alternating between two languages or different languages within the same language. Speaking or in the same conversation. Change can mean progress if someone speaks language: In terms of monolingual use or stylistic change, as it is the result of bilingual use (Hoffman 1991:109).

Code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations Wardhaugh (1992, p. 103). It means that code switching is used to transfer languages from one to another in order to assimilate people. Put differently, code switching happens when speakers switch between different languages. We can distinguish between two types of code-switching in this context: situational and metaphorical, by equating code with language. Situational code-switching is the practice of speaking a different language in a different situation depending on the situation in which the conversants find themselves. Not a single topic is changed. Metaphorical code-switching is the process of changing language to reflect a shift in topic. The intriguing thing about this is that, even though some topics can be covered in either code, the choice of code gives the discussion of the topic a unique flavor. The decision embodies particular societal ideals. It has proven extremely challenging for linguists to pinpoint the exact moments in language and society when code-switching takes place, or what the constraints are. Nonetheless, there is widespread consensus regarding the fundamental ideas at play.

So, code-switching is a linguistic phenomenon in which a person or group of people switches from one language to another, or from one language variety to another, in the same communication context or at nearly the same time. This can happen at the word, phrase, sentence, or larger scale, and it is a complex and dynamic aspect of linguistic studies. Here are some explanations for code-switching: 1. Social context: code-switching is frequently associated with social and cultural context. Code-switching patterns can be influenced by factors such as social group membership, communicative situation, and cultural identity. 2. Bilingualism or multilingualism: people who are fluent in two or more languages have a tendency to code-switch. This could be because they feel more comfortable or efficient in certain situations using words or phrases from one language rather than another. 3. Communicative goals: code-switching can be used to emphasize a concept, refer to something that is better expressed in a specific language, or indicate group affiliation or cultural identity. 4. Contextual influence: the context of the conversation or situation influences when and why code-switching occurs. For example, a person may switch languages when conversing with family, friends,

or at work. Code-switching can be continuous, where several languages are used concurrently in one conversation, or discrete, where language switching occurs at sentence or phrase boundaries. 5. Flexibility and creativity: code-switching demonstrates language flexibility and creativity. Individuals who code-switch are able to adapt their language to a variety of contexts and audiences with ease. 6. Identity or stigma: code-switching behaviors can reflect social or linguistic experience, such as attempts to avoid stigma or express identity. Individuals may use specific languages in order to feel more connected to specific groups. The phenomenon of code-switching is important in understanding everyday language interactions, and research into it can help us understand the complexities of multilingual and multifaceted communication. Chaer (2014: 106).

2.4. Type of Code Switching

Hoffman (1991:112) depicts various types of code switching based on the juncture or scope of switching where languages occur. Intra-sentential switching, inter-sentential switching, and emblematic switching with the previous speaker are examples of these. Each type will be discussed further below:

2.4.1. Intra-sentential switching

Intra-sentential switching occurs within a clause or sentence. The speaker may switch clauses, lexical items, or even morphemes in this case. Intra sentential code switching occurs when changes occur between clause or sentence boundaries. In the context of code-switching, intra-sentential switching refers to language changes or alternations that occur within a sentence or a smaller linguistic unit. When a person switches from one language to another within the confines of a single sentence, this is known as intra-sentential switching. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations. (Hoffman, 1991:112).

For example:
- "menurutku that's a good idea!"
- "open your book and kerjakan hal 10"!
(Waris, A. M, 2012:126)

From example above includes code-changing or complete shifts to another language system at major constituent boundaries. Intra-sentential switching frequently reflects a person's bilingual or multilingual abilities and can be triggered by a number of factors such as communicative needs, the availability of words or phrases that are more appropriate in one language than another, or the influence of conversational context. Intra-sentential switching is the switch occurs within the context of a sentence. This kind of s switching takes place inside the clause or sentence.

2.4.2. Inter-sentential switching

Inter-sentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other. In code-switching research, inter-sentential switching refers to language changes or alternations that occur between two sentences or larger linguistic units. In other words, inter-sentential switching occurs when a person switches between languages at the end of two or more sentences. (Waris, A. M, 2012:126)

The example of Inter-sentential switching:

- T: "Have you done?"

- S: Sudah, pak!

- T: May I see?

- S: ini pak!

(Waris, A. M, 2012:126)

From example above intersentential code switches was to relate speech that had already occurred in other conversations in English. And it more frequent than intrasentential.

The translation that occurs between sentences is referred to as inter-sentential switching. Code switching that occurs between clause or sentence boundaries is referred to as inter sentential switching. This type of switching happens when a clause or sentence is switched outside of the sentence or clause level, meaning that each clause or sentence is switched between two

languages. An entire clause or sentence is in one language in this case, but the speaker switches to another language for the next clause or sentence. This switching is indirectly concerned with the situation and atmosphere of the conversation. Unlike the previous type, this switching is not restricted to the addition of one or two words. Furthermore, this switching should occur between at least two clauses, which can also be two sentences (Hoffman, 1991:112).

2.4.3. Emblematic switching

Emblematic switching is a translation that happens with tags or exclamation marks that serve as an emblem of the bilingual character. This type of switching involves inserting set phrases or tag words from one language into another.

In this type of code switching, tags, exclamations, and certain set phrases from one language are inserted into an otherwise in another utterance (Hoffman, 1991:112). The example of emblematic switching:

A Spanish-Catalan bilingual:

"Hay cuatro sillas rotas, prou!"

(Hoffmann, 1991: 112)

Translation: "There are four broken chairs, that's enough!"

In the example above, the code switch is in the exclamation tag "prou!" which has the function of changing the atmosphere.

2.4.4. The reasons of using Code Switching

Many experts provide reasons the speaker used code switching and code. interfere with their speech. In this research, I used Hoffman's reasoning.

According to Hoffman (1991:116), there is number of reasons for multilingual person to switch or mix their languages, those are:

a. Talking about particular topic

On occasion, people would rather speak in one language than another when discussing a specific subject. A speaker may occasionally feel more at ease and free to communicate their emotional states in a language other than their native tongue. The example is found in Singapore, where business-related discussions are held in English, the international "Chinese" language is Mandarin, the regional language is Malay, and Tamil is the language of one of the republic's major ethnic groups.

b. Quoting somebody else

The speaker breaks the ice by quoting a well-known figure's proverb, saying, or famous expression. Only the words claimed by the speaker to be said by the quoted individual are switched. The switch resembles a series of quotation marks.

c. Being emphatic about something: Express solidarity

As is customary, when someone speaking in a language other than his mother tongue feels the need to express something strongly, he will, whether on purpose or accidentally, flip from his second language to his mother tongue. Alternatively, he may choose to switch between his first and second languages because it is more convenient for him to be emphatic in his second language than in his first.

d. Interjection: Inserting sentence fillers or sentence connectors

Words or phrases used to draw attention, express surprise, or express a strong emotion are called interjections. An interjection is a brief exclamation, such as "damn," "hey," "well," "look," etc. Despite having no grammatical significance, speakers frequently employ them—usually more in speech than in writing. In bilingual or multilingual individuals, language mixing and switching can occasionally indicate an interjection or sentence connector. It might occur accidentally.

e. Repetition used for clarification

Sometimes, a multilingual or bilingual person will use both of his languages (codes) to convey the same idea in order to make his speech easier for the listener to understand. A message in one code is often repeated verbatim in the other code. Repetition is used to emphasize or amplify a message in addition to helping to clarify what has been said.

f. Intention of clarifying the speech content for interlocutor

When one bilingual or multilingual person speaks to another bilingual or multilingual person, there will be a lot of code switching and mixing. It means to ensure that the listener can understand and follow the content of his speech with ease. One code repeats a message in another, albeit slightly differently.

g. Expressing group identity

Additionally, code mixing and code switching can be used to express group identity. Academics in various disciplinary groups communicate in distinct ways from those in other groups. Stated differently, the communication patterns within a community differ from those of individuals outside of it.

2.5. Previous Related Studies

There are several previous studies that support this research and have similarities and differences with this research. This demonstrates the existence of research that employs the same theory and approach with different types of literature.

The first research by Aryadi (2020) is entitled "Code Switching And Code Mixing Used By Nicole Zefanya On Her Interviews". Her research analysing code switching using the qualitative methods to explain code switching and code mixing in communication the Nicole Zefanya's utterances. The objectives of her research were to identify the types of code switching and code mixing. She analysed the type of code switching and the reason why using code switching based on Hoffman's theory (1991). As a result, according to her research, intra-sentential mixing are the most common in the Zefanya's Interview. There are types of code mixing: intra-

sentential mixing 42 examples from 42 datum, intra-lexical mixing 2 examples from 2 datum and involving a change of pronounciation.

The second research by Rahmandini (2020) entitled *"Code Switching And Code Mixing Phenomenon As Found In South Jakarta Youth's Utterances On The Video Duka Anak Jaksel Yang Which Is Literally True By Pijaru"*. Her research using the qualitative methods to explain code switching and code mixing in South Jakarta youth's utterances on the video Duka anak Jaksel yang which is literally true. The objectives of her research were to identify the types of code switching and code mixing. She analysed the type of code switching and code mixing and the reason why using code switching and code mixing based on Holmes's theory (1992). As a result, Intra-Sentential for Code Switching and the Alternation for Code Mixing are most common in South Jakarta youth's utterances on the video Duka anak Jaksel yang which is literally true. There are 7 words that contained the phenomena of Code Switching and Code Mixing in South Jakarta youth.

The third research is from Salmawati (2020) entitled "An Analysis of Code Switching And Code Mixing In Teaching English Process At Sman 5 Pinrang". Her research using qualitative methods to explain Code Switching And Code Mixing In Teaching English Process At Sman 5 Pinrang utterances. The objectives of her research were to identify the type of code switching and code mixing. She analysed the type of code switching and code mixing based on Hymes's theory (1974). There are the types of code switching was made by teacher in the classroom are tag code switching 76%, intra code switching 11%, and inter code switching 13% than the code mixing are inter code mixing 23% and outer code mixing is 77%.

Based on the previous related studies above, the researchers are mostly focused on finding the type of code switching and code mixing in the utterances. The similarity of my research compared to the three previous studies mentioned above is we use the same approach which is a sociolinguistics approach. The differences between my research and other researchers are the object I used in this research is "Pinocchio" movie script and I only focus on the types of code switching of the character's utterances in the conversation.