

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents theories regarding this study which includes bilingualism and bilingual, codeswitching, types of codeswitching, function of codeswitching, and Naila Farhana.

#### **2.1 Bilingualism**

Bilingualism is the ability to use two languages equally well by a speaker. Bilingualism means having the ability to use two languages, prefix 'bi' means 'two', whereas 'multilingualism' is about the ability to use three or more languages. Most researchers in language research use the term 'bilingual' for users of two languages, and 'multilingual' for three or more (Mc Arthur as cited in Shay, 2015). Meanwhile, 'bilinguals' are described as persons who use two languages, and bilingualism is the ability to speak two languages or the habitual use of two languages colloquially (Fabbro, 2001). Expansion of this opinion expressed by the level of bilingualism in terms of mastery of grammatical elements, lexical, semantic, and style are reflected in the four language skills, namely listening, speaking, reading, and writing. Therefore, the practice of alternatively using two languages is called bilingualism and the speakers involved are called bilingual.

### **2.1.1 The Division of Bilingualism**

According to (Bhatia & Ritchie, 2006), bilingualism can be divided into three types as follow:

#### **2.1.1.1 Compound Bilingualism**

Bilingualism indicates that the ability to speak one language better than another language proficiency. Bilingualism is based on the relation between the L1 to L2 is controlled by the bilingual. Both languages mastered by bilingual but stands on its own.

#### **2.1.1.2 Bilingualism Coordinative/Parallel**

Bilingualism is shown that the use of two languages equally well by an individual. Bilingualism balanced level of mastery associated with L1 and L2. People who are equally capable in both languages.

#### **2.1.1.3 Bilingualism Sub-Coordinative (Complex)**

Bilingualism indicating that an individual at the time of wear often include L1 L2 or vice versa. Bilingualism is connected with the situation faced by L1. It is a small group that surrounded and dominated by a large community of a language is possible so that small communities could lose his L1.

## 2.2 Bilingual

Bilinguals can be found in many countries like Indonesia, Malaysia, and India. Malmkjaer (2010, p. 51) estimates that the current world's population of bilingual or multilingual between 50 percent and 70 percent. A bilingual is someone proficient in more than one language. (Malmkjaer, 2010, p. 51) also states that one's ability in two languages was once the main characterization of bilingual. However, he also adds that few bilinguals are equally proficient in both languages because they tend to use the languages for different purposes in different contexts and with different people. Then, every bilingual may have different proficiency in language competence of speaking, writing, reading, and listening. This shows that bilinguals may use the languages based on the contexts and topics of the conversations they have with interlocutors or other bilinguals with the same language communities.

In a view of the sociolinguistic concept of bilingualism, the language choice in bilinguals may be affected by some social factors. According to (Holmes, 2013, p. 23), “domain is clearly a very general concept which draws on three important social factors in code choice – participants, setting and topic.” Thus, participants play an important role in bilingual’s code choice because bilinguals may speak different languages with one interlocutor or the other bilingual who has different language communities. For example, an Indonesian-English bilingual, A, may speak English to teachers meanwhile the Indonesian-English bilingual A may speak Indonesian to friends. By speaking English to the teachers may show A's respect as a student meanwhile A is comfortable speaking Indonesian because A and his

friends may have the same status of a relationship. This shows that different levels of social distance dimension and status relationship influence a bilingual to speak different languages with the interlocutors. The other crucial factor is the setting. Speaking with other interlocutors in different places with different situations may be different. For instance, an Indonesian-English bilingual, B, may use Indonesian in daily conversations at home but when B is in the classroom to present research projects, then B may use English. However, B may also use Indonesian in the classroom to talk about daily issues with his classmates. Language choice is also influenced by topics of the interaction. Language is used to determine the functions or goals in the interaction. Instancing the Indonesian-English bilingual, C, may speak English when talking about secrets to the interlocutor so that others who are not proficient in English may not understand. Within a domain or social situation, codeswitching may appear as a result of a bilingual's language choice. (Mishra, 2018, p. 4) adds that constant switching between languages is the result of language control in bilinguals. It concludes that codeswitching occurs as bilinguals speak with different participants in different settings and talk about different. Therefore, this present study attempts to analyze one of the language phenomena, codeswitching, applied by bilinguals.

### 2.3 Naila Farhana

Naila Farhana is an Indonesian content creator with a Youtube channel named “Naila Farhana”. She is known for her vlogs of languages, cultures, travels, and more. Naila Farhana does not only focus on English grammar, English speaking skills, useful tips and tricks in learning English but also shares positive values in life by learning languages. According to (Farhana, 2016), recently Naila Farhana has posted various videos related to learning English with several contents such as ‘My Tips for You’ which talks about her applicable tips in learning English, memorizing vocabulary, and dealing with language obstacles, '*25 Frasa Dalam Bahasa Inggris*' (25 Common Phrases in English) that discusses common phrases the native speakers use in their daily life, 'Going from Good to Great at Grammar' where she teaches English grammar, 'Like A Native' which she explains how to sound like a native by using some English slang, explaining the native accent and teaching how native speakers speak some words in the language, 'Apa Bahasa Inggrisnya?' (What's the English Word?) which shares untranslatable words of Indonesian translated into English words, 'Apa Bedanya' (What's the Difference?), 'Accent and Pronunciation' and many other.

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English grammar, 'Like A Native' which she explains how to sound like a native by using some English slang, explaining the native accent and teaching how native speakers speak some words in the language, 'Apa Bahasa Inggrisnya?' (What's the English Word?) which shares untranslatable words of Indonesian translated into English words, 'Apa Bedanya' (What's the Difference?), 'Accent and Pronunciation' and many other.

Most frequent codeswitching applied by Naila Farhana are '*Mau Tips Lancar Belajar Bahasa Inggris, Pelajari 5 Kunci Sukses* (Be Fluent in English, Learn 5 Successful Keys)', '*Cara Bahasa Inggris Tanpa Ngeblank* (Learn English without Going Blank)', and '*American Accent\_ Cara Belajar Aksen Amerika* (American Accent\_ How to Learn American Accent)'. In the first video entitled '*Mau Tips Lancar Belajar Bahasa Inggris, Pelajari 5 Kunci Sukses* (Be Fluent in English, Learn 5 Successful Keys)', Naila Farhana shares 5 life lessons she gained during English language learning. The length of this video is 12 minutes 32 seconds. In the second video, '*Cara Bahasa Inggris Tanpa Ngeblank* (Learn English without Going Blank)', Naila Farhana talks about how to speak fluently without being blank. The length of this video is 6 minutes 45 seconds. In the last video entitled '*American Accent\_ Cara Belajar Aksen Amerika* (American Accent\_ How to Learn American Accent)', Naila Farhana teaches her viewers how to speak English like an American. The length of this video is 8 minutes 41 seconds. The above videos are chosen since the videos have longer durations than other uploaded videos which provide more frequent codeswitching instances about beneficial English learning lessons by an Indonesian bilingual who did codeswitching. The videos also talk

about three different topics that may vary the types and functions of Naila Farhana's codeswitching utterances.

### **2.3.1 Bilinguality of Naila Farhana**

Naila Farhana had acquired English when she was 6 years old as she moved to America. Then, she moved back to Indonesia and had an English course at *English First* course. She continued studying in Binus International school with the International curriculum. Naila Farhana also moved back to America in the age of seventeen for her Bachelor's Degree. During the two years of her study, she had lived with an American family. It influenced her to have American accents from them (Farhana, 2017b). It indicates that Naila Farhana had been in a multicultural and multilingual background. As a result, she is proficient in English. It is shown that she frequently switches Indonesian to English and vice versa. For example, in the video entitled '*American Accent\_ Cara Belajar Aksen Amerika (American Accent\_ How to Learn American Accent)*', one of the codeswitching instances that occurred in the video is "Tapi, just a disclaimer, ini bukan kayak professional research gitu....". In (00:20). Nonetheless, Naila Farhana did not only switch the languages in one uploaded video.

Thus, Naila Farhana who speaks Indonesian and English could not claim that Naila Farhana has both languages proficiency equally. Few bilinguals have the same equal language proficiency (Myers-Scotton, 2006).

## **2.4 Codeswitching**

### **2.4.1 Definition of Codeswitching**

Codeswitching is one of the language phenomena occurred in people who are proficient in more than one language. The term ‘codeswitching’ is derived from ‘code’ and ‘switching’. (Wardough, 2006, p. 101) refers ‘code’ to “a system used for communication between two or more parties.” This term is useful for speakers to gain a better understanding of other people because it can include other language varieties. (Stockwell, 2007, p. 11) also claims that the term ‘codes’ has many varieties that can refer to language, dialect, register, accent, or style on different occasions and for different purposes. Therefore, language is commonly used as a code in communicating. Meanwhile, switching, in language phenomena, is the alternation between codes in communication. As (Nilep, 2006) claims that communicative codes in attempts of either linguistic or paralinguistic are used by language users in communication. Sudarsono, (2021) states that codeswitching occurs in the bilingual speech covering such aspects as phonology, grammar and lexemes in a conscious or unconscious manner. In addition, codeswitching happens in a bilingual or multilingual community. Code-switching is performed by the bilinguals competent in the matrix and embedded languages as the speech style. As stated by (Mugo & Ongo’nda, 2017), in code-switching, the dominant language used by the interlocutor to communicate is called the matrix language, and the inserted language elements being used is called embedded language. (Mugo & Ongo’nda, 2017) states that matrix language plays a role in language production and its grammar as the morphemes or words are more frequently used in the speech.



Meanwhile, embedded language helps in completing the codeswitching instances in the formula, “matrix language plus embedded language makes codeswitching instance.”

Therefore, codeswitching is bilinguals’ competence in language alternation of varieties of languages in which the matrix language as the dominant language and embedded language completes codeswitching instances to have meaningful communication in a way to establish, maintain, and delineate ethnic boundaries and identities.

## **2.4.2 Types of Codeswitching**

Codeswitching does not only occur in one sentence. It can also be identified between sentences with specific grammatical rules. According to Stockwell as cited in (Windianto, 2019), “code-switching is classified into inter-sentential switching, intra-sentential switching, and tag switching.” The following types are addressed respectively below:

### **2.4.2.1 Intra-Sentential Switching**

The first type of codeswitching that occurs within a sentence is called intra-sentential switching. (Windianto, 2019) states that intra-sentential switching occurs when there is an alternation in a sentence and when words or phrases from embedded language are inserted into a sentence of the matrix language. Thus, a sentence is made up of two or more languages. Intra-sentential switching can be in word level and phrase level. An example of this type is underlined below:

(7) Kalau gua no (tidak)

(Windianto, 2019)

The above sentence shows the use of intra-sentential switching from Indonesian to English. The English word "no" is used at the end of the sentence. The switch appears in the word level and indicates an intra-sentential switching.

#### **2.4.2.2 Inter-Sentential Switching**

This type of codeswitching appears when a speaker switches from one language to another between sentences. This means there is a boundary (a full stop) between the sentences. Intersentential-switching occurs when there is a switch between sentences (Windianto, 2019). The example is underlined below:

(8) Aduh! Oke. Story time!

(Windianto, 2019)

The switch occurs in the second sentence. The speaker uses Indonesian "Aduh! Oke!" and then he switched to English "Storytime!" because he is shocked knowing what he has to do. The switch appears as an inter-sentential switching in the phrase level.

#### **2.4.2.3 Tag Switching**

The third type of codeswitching, also known as emblematic switching, involves an exclamation or a tag which is entirely in another language and used by the speaker and became an everyday culture. (Windianto, 2019) defines tag switching as the use of tag or exclamation from the embedded language. Here is the example of tag switching:

(9) Gue suruh, kita selesai makan terus bilang let's split the bill gua ga tau mau naruh muka gue di mana. Gua malu, man!

(Windianto, 2019, p. 51)

The underlined words show that the speaker uses tag switching in his utterances which he uses Indonesian first and at the end, he adds the English word "man" as an exclamation.

### **2.4.3 Functions of Codeswitching**

The functions of codeswitching vary based on the context of the speech. According to the theory from Marasigan as cited in (Wicaksono, 2014), there are seven functions of codeswitching. They are quotation, addressee specification, reiteration, interjection, a message of qualification, personalization and objectivization, and facility of expression. The descriptions of each function are respectively shown below:

#### **2.4.3.1 Quotation**

The first function of codeswitching is quotation applied by the subjects who quote themselves or others directly or indirectly to sound more credible to the addressees. The subject uses a quotation to prove the addresses that what they were saying was facts. (Larasati, 2020) states that quotation is used to maintain the authenticity of the message. She also gives an example of this function as underlined below:

(10) Put the glass down! katanya.

The above example is evident that the speaker quoted the utterance to retain the message.

#### **2.4.3.2 Addresse Specification**

This function acknowledges not only speakers who interact in the speech event but it also acknowledges that their language behavior may be more than a matter of individual preferences or facilities, it is also a matter of role relations. In addition, the recipient's specifications occur to convey the message to the listener even if the message is posted. (Larasati, 2020) gives an example as underlined below:

(11) Thanks to my brother yang telah mendukung saya sampai sejauh ini.

The speaker used English to convey his/her gratitude towards his/her brother.

#### **2.4.3.3 Reiteration**

The speaker repeats a message in another code to clarify what the speaker is saying, to emphasize the message, or even to mark a joke. This function helps the listener to understand the message easier because of the repeated messages. (Larasati, 2020) gives an example of this function as underlined below:

(12) Kamu harus tahu bahwa ini sudah saatnya. This is the time.

The speaker conveys the original in Indonesian and the repeated message in English to emphasize the message. This is also considered as reiteration because the period between the two messages was very short.

#### 2.4.3.4 Interjection

This function indicates the speaker expresses strong emotions or feelings. (Larasati, 2020) also states that interjection is used to change the interaction from “our” code to “them” code and vice versa. The example is underlined below:

(13) Ayo dek tidur, it's your time to sleep.

The speaker expresses his/her message by the choice of English interjection by the setting that is indicated as a strong emotion or feeling.

#### 2.4.3.5 Message of Qualification

This function is often to express the concept of time. This function also aims to emphasize a message which is introduced in one language and followed by qualification in another language. (Larasati, 2020) gives an example of this function as underlined below:

(14) Now, I can actually create something. Ya jadi kaya that's how I start everything.

#### 2.4.3.6 Personalization and Objectification

This function expresses the speaker's personal opinions which refer to facts and instances. (Larasati, 2020) divides personalization as subjective arguments of the speaker and objectification as facts given by the speaker. An example of this function is underlined below:

(15) It's a Crispa – Toyota deal. I'm one of the Crispa die – hard fans. Sana manalo sila (I hope they win).

The above example shows that the speaker gives a fact about the car and he/she switched his/her wish in Pilipino.

#### **2.4.3.7 Facility of Expression**

The codeswitching category can be interpreted as difficulty in finding the right words as a sign of a lack of familiarity with the style he/she is using. (Larasati, 2020) gives an example of this codeswitching example as underlined below:

(16) Aku udah nge-upload di Youtube aku itu poling you are and most of you.