

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents a review of related literature and previous studies on code-switching in English speaking interaction. It discusses the concept, types, and functions of code-switching in spoken interaction within the EFL context, followed by the conceptual framework and research gap that support the present study.

#### **2.1 Theoretical Description**

This section elaborates the theoretical foundations that guide the analysis of code-switching in English speaking interaction. The discussion is constructed from sociolinguistic and interactional perspectives that conceptualize code-switching as a systematic bilingual practice rather than a random linguistic phenomenon. The theoretical description integrates structural, interactional, and communicative dimensions to establish a comprehensive framework for examining how code-switching occurs and under what conditions it emerges.

In bilingual communication, language use is not static. Speakers continuously make linguistic choices based on structural competence, communicative goals, and situational demands. Therefore, understanding code-switching requires an examination not only of its structural forms but also of its social and interactional motivations. Recent studies (Nguyen & Nguyen, 2021; Munawaroh, Hartono, & Sakhiyya, 2022; Sari, 2022) emphasize that in EFL contexts, code-switching frequently functions as a strategic response to communicative challenges rather than as a sign of insufficient proficiency. By situating code-switching within this broader theoretical landscape, this study positions English speaking interaction as a dynamic communicative space where bilingual resources are mobilized to sustain meaning-making processes. The following sections explain the conceptual and structural foundations that underpin the analysis in Chapter IV.

### 2.1.1 The Concept of Code-Switching

Code-switching refers to the alternation between two or more languages within a single communicative event. In sociolinguistic inquiry, this phenomenon has long been recognized as a natural feature of bilingual and multilingual speech communities. Rather than representing linguistic confusion, code-switching reflects the speaker's ability to navigate multiple linguistic systems in a socially meaningful way. From a structural perspective, Poplack (1980) defines code-switching as the alternation of two languages within the same discourse, sentence, or clause. Her framework demonstrates that switching is constrained by grammatical compatibility between languages. This means that bilingual speakers do not arbitrarily combine linguistic elements; instead, they operate within syntactic boundaries that preserve structural coherence. Consequently, code-switching can be interpreted as evidence of bilingual competence, since it requires awareness of grammatical rules across languages. Beyond structural constraints, sociolinguistic theory emphasizes that language choice is socially embedded. Wardhaugh (2006) argues that speakers select linguistic codes based on factors such as participants, setting, topic, and communicative purpose. Language alternation, therefore, is shaped by contextual sensitivity. In interaction, speakers evaluate which language best serves their communicative intention at a given moment. Gumperz (1982) further conceptualizes code-switching as an interactional resource. He proposes that switching may function to signal topic shift, emphasize meaning, negotiate understanding, or express interpersonal alignment. Within this framework, code-switching becomes part of conversational management rather than mere linguistic substitution. It contributes to the organization of discourse and facilitates meaning negotiation between interlocutors.

Contemporary research reinforces these classical perspectives. Nguyen and Nguyen (2021) found that EFL learners strategically employ code-switching during collaborative speaking tasks to manage lexical gaps and sustain interaction. Munawaroh, Hartono, and Sakhiyya (2022) report that switching frequently

emerges when learners face interactional pressure, particularly during clarification sequences. Similarly, Sari (2022) indicates that Indonesian EFL students use code-switching as a communicative adjustment to maintain fluency and reduce hesitation during academic speaking activities. In the Indonesian EFL context, English functions primarily as an academic language, while Bahasa Indonesia remains the dominant medium of everyday communication. This bilingual environment creates a linguistic condition in which students constantly negotiate between two language systems. Limited exposure to English outside classroom settings may lead to vocabulary retrieval difficulties, grammatical uncertainty, or hesitation in spontaneous speaking. Under such circumstances, switching to Bahasa Indonesia may serve as a compensatory mechanism that prevents communication breakdown.

Therefore, in this study, code-switching is conceptualized as a linguistically structured and interactionally motivated phenomenon occurring in English speaking interaction among third-semester students. It is not interpreted as error or deficiency, but as a strategic bilingual practice influenced by structural competence, communicative intention, and situational dynamics. This conceptual grounding establishes the analytical basis for examining both the structural realization and the interactional emergence of code-switching in Chapter IV.

### **2.1.2 Types of Code-Switching**

To analyze how code-switching occurs in spoken interaction, it is necessary to examine its structural manifestations. Structural classification enables systematic identification of switching patterns and provides a clear analytical lens for interpreting bilingual utterances. Poplack (1980) proposes three major types of code-switching based on syntactic boundaries: tag-switching, inter-sentential switching, and intra-sentential switching. This typology remains one of the most influential frameworks in sociolinguistic research because it offers precise structural criteria for categorization.

Tag-switching occurs when a speaker inserts a short expression, discourse marker, or fixed phrase from one language into an utterance structured in another language. These elements are syntactically peripheral and do not alter the core grammatical structure of the sentence. Due to their structural independence, tags are easily transferable across languages. In EFL speaking contexts, tag-switching often appears in brief insertions such as “okay,” “so,” or “I think” within predominantly Indonesian sentences. Because it requires minimal structural integration, tag-switching represents the least complex type of language alternation.

Inter-sentential switching occurs at clause or sentence boundaries. In this type, a speaker completes an utterance in one language before shifting to another language in the subsequent clause or sentence. Each segment maintains the grammatical integrity of its respective language. This form requires clear separation between linguistic systems and demonstrates the speaker’s ability to control discourse organization across languages. In academic speaking interaction, inter-sentential switching frequently emerges when students restate or elaborate ideas in their first language to ensure clarity or shared understanding.

Intra-sentential switching occurs within a single sentence, where elements from two languages are integrated into one syntactic structure. This type is considered the most structurally complex because it demands simultaneous activation of both linguistic systems. The speaker must ensure grammatical compatibility while embedding lexical or phrasal elements from another language. Recent findings (Nguyen & Nguyen, 2021; Sari, 2022) indicate that intra-sentential switching often reflects immediate lexical retrieval strategies, particularly when learners encounter vocabulary limitations but aim to maintain fluency.

These three types represent different degrees of structural integration and cognitive coordination. Tag-switching involves minimal syntactic adjustment, inter-sentential switching reflects organized discourse-level alternation, and intra-sentential switching illustrates deep structural interaction between languages. By applying this typology, the present study systematically categorizes the structural

realization of code-switching in students' English speaking interaction. This analysis directly addresses the first research question and provides empirical grounding for further discussion of interactional conditions in Chapter IV.

### **2.1.3 Functions of Code-Switching in the EFL Speaking Context**

Beyond its structural realization, code-switching performs significant communicative and interactional functions in bilingual discourse. Within sociolinguistic theory, switching is not interpreted as arbitrary alternation but as a purposeful linguistic strategy embedded in the dynamics of interaction. Understanding its functions is crucial in explaining why language alternation emerges in English speaking activities, particularly in EFL contexts.

Gumperz (1982) conceptualizes code-switching as a conversational resource that enables speakers to manage discourse organization. Switching may function to clarify propositions, emphasize specific information, mark contrast, negotiate meaning, or signal alignment between interlocutors. In this perspective, language alternation contributes to the construction of meaning rather than disrupting it. It becomes part of discourse strategy that facilitates comprehension and interactional coherence. Wardhaugh (2006) further argues that language choice is socially motivated. Speakers shift codes in response to participants, topic sensitivity, communicative purpose, and contextual expectations. Therefore, code-switching functions as an adaptive mechanism that allows speakers to align linguistic behavior with situational demands. In academic speaking interaction, such adaptation becomes particularly salient when learners attempt to balance target language use with communicative effectiveness. From a second language acquisition perspective, Ellis (2008) explains that learners may rely on their first language as a temporary scaffolding mechanism while developing competence in the target language. In spontaneous speaking situations, learners frequently encounter lexical retrieval difficulties or structural uncertainty. In such instances, switching to the first language serves as a compensatory communication strategy that prevents breakdown and sustains fluency. Rather than halting interaction, learners strategically mobilize their available linguistic resources.

Psycholinguistic and affective dimensions also play a significant role. Harmer (2007) notes that anxiety, fear of making mistakes, and lack of confidence often influence learners' speaking performance. In high-pressure speaking tasks, switching to the first language may reduce cognitive load and emotional tension. Consequently, code-switching may serve not only linguistic functions but also affective regulation functions that support learners' participation and confidence. Brown (2007) describes speaking as an interactive process involving the negotiation of meaning. When mutual understanding becomes unstable, bilingual speakers may alternate languages as part of negotiation strategies. Switching may therefore function as a tool for repairing misunderstanding, clarifying intended meaning, and maintaining interactional equilibrium.

Recent empirical findings reinforce these theoretical claims. Nguyen and Nguyen (2021) report that EFL learners use code-switching strategically during collaborative speaking tasks to manage vocabulary gaps and maintain task progression. Munawaroh, Hartono, and Sakhiyya (2022) observe that switching frequently emerges during clarification sequences and moments of interactional pressure. Similarly, Sari (2022) identifies vocabulary limitation and hesitation as dominant triggers of switching among Indonesian university students. Taufiq, Putri, and Asmawati (2022) further demonstrate that code-switching increases learners' participation and confidence during classroom interaction.

Based on these theoretical and empirical perspectives, code-switching in EFL speaking interaction can be understood as fulfilling multiple interrelated functions:

- (1) compensatory function to overcome lexical and structural limitations,
- (2) clarification function to ensure mutual understanding,
- (3) discourse management function to sustain conversational flow, and
- (4) affective function to reduce anxiety and support confidence.

These functions are particularly relevant in academic speaking contexts where learners must produce language spontaneously while managing cognitive

and emotional demands. This functional understanding provides the analytical foundation for interpreting the findings presented in Chapter IV.

#### **2.1.4 English Speaking Interaction in the EFL Context**

Speaking interaction constitutes one of the most demanding skills in foreign language learning because it requires real-time language production, immediate response, and continuous negotiation of meaning. Unlike receptive skills, speaking obliges learners to simultaneously retrieve vocabulary, construct grammatical structures, organize ideas, and monitor listener feedback.

Brown (2007) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. This definition highlights that speaking is inherently dialogic and socially situated. Meaning is co-constructed through interaction rather than produced in isolation. Therefore, speaking competence involves not only linguistic accuracy but also pragmatic awareness and interactional sensitivity. Harmer (2007) emphasizes that speaking performance is influenced by both linguistic competence and psychological variables. Limited vocabulary, uncertainty in grammatical construction, and anxiety may interrupt fluency and lead to hesitation or self-repair. In EFL contexts, these challenges are intensified because English is primarily used in academic settings and rarely functions as a daily communication medium.

In contrast to second language environments where learners are immersed in the target language, EFL learners often have restricted exposure to authentic communicative use. This limited exposure may affect automaticity in lexical retrieval and structural formulation. Consequently, spontaneous speaking activities such as discussions, presentations, or reflective tasks may create cognitive pressure that influences language choice. Ellis (2008) explains that learners utilize available linguistic resources to maintain communicative continuity. When target language production becomes effortful, the first language may temporarily function as a supportive mechanism. In this context, switching does not indicate failure but reflects strategic resource allocation during meaning

construction. Empirical studies support this view. Sari (2022) found that Indonesian EFL students frequently resort to code-switching during presentations and peer discussions when facing vocabulary limitations. Taufiq, Putri, and Asmawati (2022) report that speaking anxiety and limited fluency encourage learners to alternate languages to sustain interaction. Nasution and Siregar (2021) similarly highlight that language alternation may increase students' willingness to participate and reduce communicative tension.

Within the English Education Study Program, third-semester students engage in speaking activities that require expressing opinions, reflecting on learning experiences, and responding to prompts in English. These academic speaking interactions involve spontaneous idea formulation and real-time negotiation of meaning. Due to linguistic and affective factors, bilingual alternation may naturally occur as part of communicative management.

Therefore, English speaking interaction in the EFL context represents a dynamic bilingual environment where structural competence, cognitive processing, emotional regulation, and contextual demands intersect. This environment provides a relevant and theoretically grounded setting for examining how and under what conditions code-switching emerges in students' spoken interaction, as analyzed in Chapter IV.

### **2.1.5 Interactional Situations of Code-Switching in EFL Speaking Activities**

Language use in bilingual communication is inherently sensitive to interactional context. Code-switching does not occur in isolation; rather, it emerges within specific communicative situations shaped by participants, goals, and discourse demands. Understanding the interactional conditions of code-switching is therefore essential to explain when and why language alternation becomes more likely in English speaking activities.

Wardhaugh (2006) emphasizes that language choice is influenced by several contextual factors, including who is speaking, to whom, about what topic, and for what purpose. These variables form the interactional environment in which linguistic decisions are made. Within this framework, code-switching

represents a situationally responsive behavior. Speakers evaluate communicative effectiveness and adjust their language use accordingly. Gumperz (1982) further argues that code-switching functions as a contextualization cue in discourse. In conversational interaction, switching may signal shifts in footing, emphasis, clarification, or alignment. Thus, the occurrence of switching is closely linked to particular moments within interaction where meaning negotiation becomes salient. In EFL speaking activities, interactional situations often involve task-oriented communication such as group discussions, presentations, reflective sharing, and question–answer exchanges. These contexts require learners to articulate ideas spontaneously while maintaining mutual understanding. Under such conditions, linguistic pressure and interactional complexity may increase, particularly when learners encounter lexical gaps or conceptual difficulty.

Empirical studies confirm that code-switching is closely associated with specific interactional demands. Nguyen and Nguyen (2021) found that EFL learners frequently switch languages during collaborative tasks when negotiating task instructions or clarifying group decisions. Munawaroh, Hartono, and Sakhiyya (2022) report that switching often occurs during clarification sequences and moments of communicative breakdown. Similarly, Sari (2022) identifies peer discussion and presentation sessions as interactional contexts that trigger language alternation. Nasution and Siregar (2021) further highlight that switching may enhance students' confidence and encourage participation in semi-formal academic discussions.

The degree of formality within interaction also influences language choice. In highly formal academic settings, learners may attempt to sustain exclusive use of the target language as a demonstration of competence. However, in semi-formal or peer-based interaction, communicative efficiency may take precedence over strict language consistency. In such situations, switching may function as a pragmatic adjustment to maintain conversational flow and shared understanding. Within the context of third-semester students in the English Education Study Program, English speaking interaction typically involves expressing opinions about learning experiences, reflecting on language skills, and responding to

prompts in classroom discussions. These activities require immediate idea formulation and real-time negotiation of meaning. When interactional demands intensify such as during clarification, elaboration, or spontaneous response code-switching may emerge as a natural strategy to sustain communication.

Therefore, interactional situations in this study refer to the communicative contexts in which students engage in English speaking activities that involve collaborative discussion, reflective expression, and academic response. Code-switching is examined not merely as structural alternation, but as a context-sensitive phenomenon that arises at particular moments of interactional need. This perspective directly supports the second research question by identifying the communicative conditions under which language alternation tends to occur.

#### **2.1.6 Code-Switching as a Communication Strategy in EFL Speaking**

In addition to its structural forms and functional roles, code-switching can be understood as a strategic behavior employed by bilingual speakers to manage specific communicative challenges during spoken interaction. From this perspective, language alternation is not merely a by-product of bilingual competence or contextual pressure, but a purposeful strategy activated in response to real-time demands of communication. Rod Ellis's work in second language acquisition highlights that learners often mobilize multiple linguistic resources to sustain communication when their proficiency in the target language is incomplete (Ellis, 2008). Within fluent or spontaneous speaking tasks, learners may face lexical gaps, grammatical uncertainty, or delays in planning their utterances. Under such conditions, switching to the first language becomes an effective compensatory strategy that prevents communication breakdown and maintains interactional continuity. Recent empirical studies support this notion. For instance, research on EFL speaking interaction suggests that code-switching functions as a strategic device to manage interactional pressure. Nguyen and Nguyen (2021) observe that learners alternate languages to negotiate task demands and preserve interactional flow in collaborative speaking tasks. Similarly, Munawaroh, Hartono, and Sakhiyya (2022) found that code-switching often emerges as a

cognitive support strategy when learners encounter momentary difficulty in accessing appropriate vocabulary or structuring their ideas.

In addition, research by Sari (2022) indicates that code-switching is frequently used to reduce hesitation, maintain fluency, and support idea formulation in academic speaking tasks. These findings suggest that code-switching enables speakers to allocate cognitive resources to higher-order processes such as idea development and listener accommodation rather than getting stalled by momentary linguistic challenges. Moreover, this strategic perspective aligns with evidence that code-switching can serve regulatory functions, such as alleviating anxiety and sustaining confidence during speaking. Taufiq, Putri, and Asmawati (2022) report that switching to the first language helps learners reduce psychological pressure and engage more actively in interaction. In this sense, code-switching does not signify in ability; rather, it reveals learners' strategic sensitivity to real-time communicative demands.

In summary, code-switching in EFL speaking interaction can be conceptualized as a communication strategy that allows learners to:

1. Overcome lexical and structural limitations,
2. Sustain interactional flow and avoid breakdown,
3. Manage hesitation and cognitive load,
4. Support emotional regulation (e.g., confidence and anxiety control).

This strategic perspective complements structural and functional frameworks and provides theoretical support for interpreting code-switching as a purposeful communicative choice. It also bridges the findings of Chapter IV particularly regarding vocabulary gaps, hesitation phenomena, and affective factors with established theoretical insights into bilingual communication strategies.

## **2.2 Review of Previous Studies**

Several previous studies have investigated code-switching in EFL contexts from different perspectives, including its structural types, communicative functions, frequency of occurrence, strategic roles, and learners' perceptions. These studies collectively demonstrate that code-switching is a recurrent

phenomenon in bilingual classroom interaction. However, the depth and focus of analysis vary across research contexts.

A study conducted by Heriyanti Tahang, Shobariah Ahmad, Rinda Hardianti, Ruslan, and St. Rahmaniah Bahrin (2022), entitled “*Code Switching Used by the Students in EFL Classroom Interaction*,” examined the types of code-switching used by third-semester students in an English Education program at Universitas Muhammadiyah Sorong. Employing a qualitative descriptive design, the study identified three major types of code-switching: intra-sentential, inter-sentential, and tag switching. Intra-sentential switching was found to be the most dominant type. The switching occurred in the form of words, phrases, clauses, and complete sentences, particularly during speaking activities such as debates and speeches. Although the study provided a clear structural classification aligned with Poplack’s framework, its primary emphasis was on identifying linguistic forms rather than exploring the specific interactional conditions under which switching emerged.

Similarly, Syava Aizhawa Putri Nurina et al. (2026), in their study “*Patterns of Code-Switching in English Speaking Practice: A Descriptive Analysis of University Students*,” investigated the frequency and influencing factors of code-switching in academic speaking courses. Using a quantitative descriptive approach, the researchers found that code-switching frequently occurred due to linguistic constraints, particularly limited vocabulary and grammatical difficulties. While this study highlights important causal factors behind switching, it places stronger emphasis on frequency distribution and reasons for switching rather than examining how switching unfolds within particular speaking situations.

Further structural evidence is also found in research by Rahayu and Margana (2020), who analyzed code-switching patterns in university classroom interaction. Their findings similarly revealed intra-sentential switching as the most frequent form, especially during spontaneous oral responses. Although the study strengthens the structural classification of code-switching types, it offers limited analysis regarding the interactional dynamics that triggered language alternation.

From the perspective of learners' perception, Rinawati (2021) explored students' attitudes toward the use of code-switching in online learning contexts. The findings indicated generally positive perceptions, as students believed switching helped them understand material more effectively. However, the study concentrated on attitudinal dimensions rather than analyzing real-time speaking interaction where switching occurs naturally.

Meanwhile, M. Aries Taufiq, Rahmi Eka Putri, and Asmawati (2022), in their study "*Code-Switching: A Strategy to Increase Students' Participation in EFL Classroom Interaction*," examined the pedagogical role of switching in classroom engagement. The results demonstrated that switching between English and Indonesian enhanced students' confidence and encouraged more active participation. Although this study contributes valuable insight into the strategic and affective dimensions of code-switching, its focus remains on classroom participation rather than detailed linguistic patterns and situational occurrences in structured speaking interaction.

From an interactional standpoint, Nguyen and Nguyen (2021) investigated code-switching in collaborative EFL speaking tasks and found that switching frequently occurred during negotiation of meaning, clarification sequences, and task management. These findings suggest that switching is closely linked to specific communicative pressures within interaction. Likewise, Munawaroh, Hartono, and Sakhiyya (2022) observed that code-switching emerged during hesitation, lexical search, and explanation of complex ideas in classroom discourse. Although these studies begin to highlight interactional triggers, they do not systematically integrate structural typology with situational analysis in a focused speaking context.

In a different communicative environment, Noor Al-Qaysi and Mostafa Al-Emran (2017) examined code-switching in digital communication through their study "*Code-switching Usage in Social Media: A Case Study from Oman*." Their findings demonstrated that switching naturally occurs in multilingual communication settings beyond the classroom. While the context differs from face-to-face speaking interaction, the study reinforces the broader sociolinguistic

reality that bilingual speakers flexibly alternate languages depending on communicative needs.

Overall, previous studies have shown that code-switching is a common phenomenon in EFL contexts. A number of studies have identified the structural patterns of code-switching and examined the factors influencing its occurrence. These studies have provided valuable contributions to understanding code-switching as a bilingual practice in English language classrooms. However, most previous research tends to focus on a single aspect of code-switching, either on its structural patterns or on its functions and causal factors in classroom interaction. Studies that simultaneously analyze how code-switching is realized in students' spoken utterances and in what specific interactional situations it tends to occur are still relatively limited, particularly in the context of third-semester students in an English Education program. In addition, several studies have been conducted in general classroom interaction or have emphasized students' perceptions, rather than closely examining the dynamics of code-switching in academic speaking activities that require spontaneous language production.

Therefore, this study seeks to complement previous research by examining two interconnected aspects: how code-switching is realized in students' English speaking interaction and the interactional situations in which it tends to emerge. By focusing on a specific academic speaking context and a defined group of learners, this study aims to provide a more contextualized understanding of code-

### **2.3 Theoretical Framework**

The theoretical framework of this study is developed to provide an analytical basis for examining code-switching in English speaking interaction among third-semester students of the English Education Study Program. This framework is grounded in sociolinguistic perspectives that view code-switching as a natural phenomenon in bilingual communication rather than as an indication of linguistic deficiency. In the EFL context, students operate within two language systems—Bahasa Indonesia as their first language and English as the target language. As a result, language alternation may occur during spoken interaction,

especially in situations that require spontaneous communication. In this study, code-switching is understood as a communicative practice that emerges during English speaking activities and is influenced by both linguistic structure and interactional context. Therefore, the framework consists of two interconnected components that correspond to the research questions.

The first component focuses on how code-switching is realized in students' spoken interaction. To examine this aspect, the study adopts Poplack's (1980) classification of code-switching, which includes tag-switching, inter-sentential switching, and intra-sentential switching. This classification serves as an analytical tool to identify patterns of language alternation in students' utterances. By applying this framework, the study analyzes how students alternate between English and Bahasa Indonesia at different structural levels, such as words, phrases, clauses, or sentences, during speaking interaction. This component addresses the first research question. The second component focuses on the interactional situations in which code-switching tends to occur. Drawing on Wardhaugh's (2006) concept of language choice, this study assumes that language use is influenced by contextual factors, such as the participants involved and the communicative demands of the situation. In English speaking activities, including classroom discussions, group work, and peer conversations, different interactional settings may influence students' language choices. For example, students may switch languages when clarifying ideas, responding spontaneously, or negotiating meaning with peers. This component addresses the second research question.

Thus, this theoretical framework positions English speaking interaction as the central context of analysis, structural patterns of code-switching as indicators of how the phenomenon is realized, and interactional situations as contextual factors influencing when it occurs. These components are interconnected and guide the analysis of students' spoken interaction in this study.

By applying this framework, the study seeks to provide a contextualized understanding of how code-switching appears in students' English speaking interaction and the situations in which it tends to emerge, in alignment with the research questions presented in Chapter I.