

## **Chapter One**

### **Introduction**

This chapter presents some part of explanation about the research background of study, followed by the identification of the problem, delimitation of the research, the research questions, the objectives of the research, and the significance of the study. The information in this chapter can give an overview to the reader about the main topic of the research.

### **Background of Study**

Language plays an important role in this era and it becomes the tools of communication in which people use it in order to get some purposes. Having a good communication skill in telling arguments and ideas will help people to deliver their purposes clearly. In this modern era, people start to realize how important a language is especially in Indonesia itself where it is common to find people who are able to speak at least one local language, national language and international language. A person who is able to speak more than one language is called as multilingual, as stated by Dewi (2013) Indonesia is one of the countries that cannot separate themselves being a bilingual, where its country has various local languages such as *Sundanese*, *Javanese*, *Papuanese*, and many more. In addition, it also becomes one of the factors Indonesian people usually are able to speak at least one local language and national language or Indonesian language. In this globalization era, people have to master English that has been established as lingua franca, in the meaning of English language used by many people all over the world (Harmer, 2007). It also can be seen that nowadays, any job requirement asks the job applicant to master the basic level of English. According to

Wijanti (2014), after having the ability in speaking local and national language, they also have to be able to speak at least one international language.

When a person has the ability of speaking more than one language there is the bigger chance for them to use code switch, according to Febiyaska and Ardi as cited in Yusuf et al. (2018), this phenomenon usually occurs among the bilingual community. Bilingual countries have more chances to do code-switching as an example in Indonesia, it is common to hear people speak more than one language whether it is from national language to local language or national language to international language. It is in line with Martin-Anatias (2018a) Stated that people in this era blend in the local and global world. This is also mentioned by Setiawan (2016), kids nowadays are more modern and smarter in mixing up languages when they speak up and they usually do code switching with their friend or relative. Moreover, Indonesian students often switch up their languages and this is mostly done by teenagers when they are interacting with their friends, relatives, teachers, and academic community in the education field.

Code-switching is the phenomenon that is mostly caused by several things such as the influence of celebrity or someone famous and being followed by their followers and the society. Rohardiyanto (2017) stated that some young people and teenagers do code-switching related to the social media style of communication from the printed one and electronic. They are so eager to show their enthusiasm towards the development of the English language, even though they still faced many difficulties in using it, they still show their enthusiasm by mixing and switching their language in the conversation. The phenomenon of code switching can happen because the speaker still lacks English vocabulary mastery but they try their best to use full English but

end up switching their language in the middle of the conversation. This phenomenon does not only happen in daily conversation, but it also occurs in the education field and surprisingly even the students from the English Language Education Department (EFL) students cannot avoid it. As we can see, the goal in learning the English language is to master the target language. This is in line with Sagala, et al. (2018) who argued that during a classroom activity in an EFL classroom, students should use English. It can be said that the students of EFL classrooms have to speak full English especially in classroom activity. Moreover, one of the goals in learning is to improve their ability in using target language. Trying to speak more in the target language can help the students have more chances in improving their target language. According to Ansar (2017), mostly the students will try to use the target language but they end up inputting some words from their native language in any elements that they still struggle in the target language. Even though the teacher gives the rules that the students should speak in full English, the students still tend to switch some elements to the native language.

Code-switching usually used in daily conversation when the students speak English with their friends. However, it becomes different when the students of the English department too frequently switch their language during a classroom activity. Based on the researchers observation, the students are too comfortable to do switching during the classroom activity where it will lead to negative effects, the students will face many problems in the future such as at work. When they have to work with a person who doesn't share the same mother tongue where they cannot depend on code-switching since the person they talk to doesn't have the same mother tongue. Based on the case mentioned, the researcher conducted the research in the English Language Education Department of a private university in Yogyakarta. The research

study focuses on identifying the types of code-switching used by the student in EFL classroom especially during group discussion and the researcher also wants to explore the reason why the students use code-switching during group discussions.

Based on the phenomenon mentioned above being interesting and important to be discussed. Therefore, the title of this study is “Code-Switching in Student’s Group Discussion in EFL Classroom”

### **Identification of the Problems**

Code switching is one of the phenomena usually happening among multilinguals, multilingual is the person who has an ability to speak more than two languages, and it becomes one of the trends that is being used by the people especially teenagers in Indonesia. Code-switching is not only used in daily conversation, but it is also applied in education fields even a language department student cannot avoid. In the case of the students of the English language education department, where they are demanded to speak fully in English but they tend to switch their language during a classroom activity, the students’ tend to switch their language from English language to Indonesian language or vice versa. Based on Sagala. et al. (2018), an English language student should use full English during the classroom activities.

Code switching can be one of the strategies for the students in facing their problem during their learning process. The positive effect of code switching is that the students who are still lacking in the language mastery still can deliver their arguments freely by switching their language and their friends can understand their statement clearly. But, when code switching is being used too frequently it also will lead to negative effects where it will lead to bad behavior, it would not be usual for them to speak full English. Where English language education students are demanded to

master the language by practicing a lot and when they cannot perform English more often it means that they are not successful in achieving their learning goals.

Based on the researcher observation and the phenomenon mentioned above the researcher is interested in researching code switching in student's group discussion in the EFL classroom. For this study, the researcher focuses on two objectives: firstly focus in identifying the types of code-switching used and secondly to explore the reasons why the students use code switching during group discussion in EFL classroom.

### **Delimitation of the Research**

In conducting this research, the researcher delimited the problem. The researcher only does an investigation on the type of code-switching used by the EFL students during group discussion and the researcher also explores the reasons why the students use code-switching during group discussion in the EFL classroom. It is easier for the researcher to focus on the study finding, and the researcher conducted the research in an English Language Education Department of a private university in Yogyakarta.

### **Research Questions**

The researcher formulated the research questions presented as follows:

1. What are types of code-switching used by the EFL students during group discussion?
2. Why do EFL students use code-switching during group discussion in EFL

classroom?

### **Objectives of the Research**

The objectives of the research in this study are presented below:

1. To identify the types of code-switching used by the EFL students during group discussion.
2. To explore the reasons why the students use code-switching during group discussion in the EFL classroom.

### **Significance of the Research**

The researcher hopes that this research can give benefits for some parties such as the students, the teachers, and future researchers. The explanation is presented as follows:

**For the students.** By doing this research, the researcher hopes that this research can be useful for second language learners. By reading this research, the students can know more about code-switching and the reasons why they use code-switching especially during group discussion. So, they can create their own learning strategy in order to avoid code-switching during the classroom activity.

**For the teachers.** The findings of this research can be beneficial for the teacher since they are able to get information about the reason why their students use code-switching during the teaching and learning process. By reading this research, the teacher can also know the strategy which can be used to help students improve their speaking skill. Moreover, the teachers are able to consider teaching materials and media which will be used in the English classroom.

**For future researchers.** The researcher expects that any findings of this study can be beneficial for the next researchers to give ideas to do further research, as the references for the future researcher who do the same field of study. Future researchers can contribute further research to elaborate more about code-switching.