

## **Chapter One**

### **Introduction**

This chapter provides the description of the study. Several important points are explained in this chapter. Firstly, the researcher presents about the background of the study which explains the reasons why the researcher wants to investigate deeper information of ELT students' perception toward Code-Switching in English Language Education Department (ELED) students of private university in Yogyakarta. Secondly, this chapter also shows research questions of the study. Moreover, specific objectives or aims of the study are explained in objective point. Furthermore, this chapter also describes significances of the study which refer to the advantages of the study for certain people.

### **Background of the Research**

Speaking is an important skill in learning foreign language. It allows you to express your feelings, ideas, and knowledge to other people in every situation. Speaking fluently is a main goal in learning English for some foreign students. It is because students need to have good speaking skill in order to communicate with other people. According to Skandari, Behjat & Kargar (2015), speaking is an important part in developing language skills and conveying the culture knowledge. Goh (2007) added that speaking is a vital language communication skill which is important for language learners. Based on the statements above, it can be concluded that it is necessary to have a good speaking proficiency since it is a vital language communication skill for language learners.

Speaking strategies give students chances to ease them communicate with other people in foreign language. One of the strategies in speaking that can be used to ease the students to communicate is Code-Switching. When the speakers forget some information or words, they use

Code-Switching in order to keep the communication going (Heredia & Altarriba, 2001). Usually, students switch two languages in one context of conversation in order to make the quality of language becomes more interesting, meaningful, and valuable. The interchange/mix between two languages is called Code-Switching. There are many strategies in language that occurs in societies in order to make the communication becomes more attractive, meaningful, and effective. One of the strategies is called Code-Switching. Code-Switching occurs when someone uses more than one language in a sentence or clauses. As it is stated by Li (2008), the term of 'code-switching' refers to the alternate use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause boundaries. Furthermore, according to Romaine's report (as cited in Basnight-Brown & Altarriba, 2007), Code-Switching is the use of more than one language, variety, or style by a speaker within an utterance, discourse, and communication.

As we know, Code-Switching can be applied in every situation, in every place, and in every communication, it is very common to find some students Code-Switching in the classroom or outside of the classroom. Doing Code-Switching might give benefits, either for the one who spoke it or the one who heard it. In some reasons, there are some conditions that can support the success of Code-Switching so the benefits would be received by both interlocutors. According to Grosjean's report (as cited in Basnight-Brown & Altarriba, 2007), the condition is first when the speaker does not find proper word to say what they are truly mean and the second is when speaker wants to quote someone. Code-Switching can also be a good alternative for the speaker who does not find the exact word they mean. Rather than giving some confusion to the interlocutors, the speaker can easily use the Code-Switching. The other benefit allows the speaker to quote something from someone. Therefore, by knowing the advantages and

disadvantages of CS, the students can be more aware about how to use CS. They also can use CS as a tool or strategy for learning new language.

However, some people think that Code-Switching is not appropriate and uncommon in society. As stated in Hamers and Blanc (2000), Code Switching is a sign of incompetence of someone to use other language. This perception might come because Code-Switching does not use full content of language that the speaker wants to speak. Meanwhile, according to Khnert et al., (2005), Code-Switching can influence the speaker positively as it can recognize the culture, social, and communication. Thus, Matila added that these findings make teacher confused whether code-switching should or should not be used in the classroom (Metila, 2009).

Many people have done Code-Switching without they realize or not and most of them do not know why they use Code-Switching. This phenomenon occurs every day especially in Teaching and Learning of English Language (Foreign Language) class. As it is becoming one of the important things in English Foreign Language class, there would be some issues which is coming together along with the popularity of Code-Switching itself in Multilingual Community. One of the issues is the reasons of using Code-Switching in Teaching and Learning of English Language. Another issue also shows up and questions about what kind of situations that bilinguals need to use code-switching (when code-switching happens).

### **Statement of the Problem**

Code-Switching (CS) is one of the strategies that can be used in foreign language conversation. Code-Switching becomes popular and spreads all around cities in Indonesia, especially cities with a lot of college students. Plenty international classes and students makes Code-Switching easily to find there. Furthermore, in the private university in Yogyakarta, it is

not a rare to find Code-Switching. In daily activities, students in the private university often involve Code-Switching in their conversation. They involve CS in order to ease them to learn language. It is a sure thing that there are some problems linger in the community. The first one is some students do not know the exact reasons of using CS itself which can lead the misuse of using CS. The disadvantages and disadvantages of CS can also be a boomerang for students who involve CS while communicating. Some students do not know the exact advantages of CS, thus make them do not fully use CS for learning language. Moreover, the disadvantages of CS itself might be misused by the students because they are not really aware of them.

### **Limitation of the Study**

This study focuses on EFL students' perceptions about the use of CS in conversation. The study also focuses on the condition where Code-Switching means that the speaker and the interlocutor are doing Code-Switching from English to Bahasa Indonesia. Moreover, researcher focuses on three problems: First, the reasons of using CS. Second one is the advantages of using CS in conversation. The last one is the disadvantages of using CS in conversation.

### **Research Questions**

To conduct the study, there are three research questions used in this study. Below are the research questions:

1. What are the EFL students' reasons of using code-switching in conversation?
2. What are the advantages of using code-switching in conversation perceived by the EFL students?

3. What are the disadvantages of using code-switching in conversation perceived by the EFL students?

### **Objectives of the Research**

According to the research questions, researcher has two aims in this research. Firstly, is to understand deeply about the perspectives of the EFL students about the reasons why EFL students are using CS in conversation. Secondly, the researcher wants to find out detail information about the advantages and disadvantages of using CS in conversation based on EFL students' opinions.

### **The Significances of the Research**

This point explains about the contributions of this research. The explanations are in below:

**For the students.** The researcher hopes that this research can be useful for the students to comprehend more about the advantages and disadvantages of the Code-Switching, so they will make the full use of Code-Switching and minimize the disadvantages of Code-Switching while doing conversation.

**For the teachers.** The researcher wants that this study can be an input or information for the teachers to know the reasons why the students use code-switching and also to understand more about advantages and disadvantages of code-switching itself, so the they can minimize the disadvantages of Code-Switching and make the full use of advantages of Code-Switching. It is also desired by the researcher in order to give the teachers new speaking technique to apply while teaching in the classroom.

**For the other researchers.** The researcher expects that any findings of this study can be beneficial for the next researchers to give ideas to do further research and can contribute for further researches to elaborate more about Code-Switching. All of the research questions are useful in many terms of studies.

### **Outlines of the Research**

The researcher divides this study into five chapters. To know more about each chapter, the explanations are in below:

The first chapter consists of some parts; The first one is background of the research, statement of the problem, in which the researcher states the problem of the study, the limitation of the problem, the researcher limits the problem to be specific, the purpose of the research, and research questions. In addition, significance of the research and the outline of the research are followed afterwards. The second chapter explains about literature review, and conceptual framework. The third chapter focuses on the research methodology. It includes the research design of the study setting and participants of the study, and techniques of the data collection and the analysis of the data. The fourth chapter of this study presents the findings of the study. Finally, in the last chapter of this research, the researcher draws the conclusion of this research.