

CHAPTER I

INTRODUCTION

This chapter contains the research background, which explains the topic in this research and why the researcher is interested in this case, research limitations, the objective of the research, research significance, and the definition of key terms.

1.1 Background of the Research

Society influences language, and language influences people's lives. As a result, there is a relationship between society and language that is explored in sociolinguistics. According to Holmes. J., (2013), sociolinguistics is the study of the relationship between language and society, as well as how language is utilized in multilingual speech groups. In other words, the multilingual community in question is a community that communicates in multiple languages, including the first, second, and foreign languages. The competence of people to use multiple languages will cause the phenomenon of Translanguaging. Translanguaging will occur in the bilingual community as a shift between languages or linguistic dialects (Hornberger, N. H., & Link, H., 2012). Therefore, every language a person speaks will be involved in the Translanguaging process. According to Saville-Troike, M. (2006), the occurrence of language switching in communication has reasons such as refining or reinforcing comments, lexical demands in speaking, and exclusion of persons for a limited audience. As a result, when conversing between bilingual

or multilingual populations, language speakers attempt to balance the two languages, resulting in the phenomenon known as code-switching.

In bilingual and multilingual communities, code-switching is a common phenomenon that represents group social affinities (Wardhaugh, 2010; Moetia et al., 2018). Speakers' code-switching occurs largely unconsciously (Wardhaugh, 2010). The switch of language when the speaker speaks from one language to another is just one word, utterance, or even one sentence (Holmes. J., 1992). Code-switching is widely used in EFL teaching and learning processes around the world where English is formally studied. Therefore, code-switching can be utilized as a pedagogical strategy to assist pupils in learning (Sari, L. I., & Sari, R. H., 2019). In the world of code-switching research, various countries are involved, including China (Wang, & Wu., 2016), Pakistan (Fareed, M., Humayun, S., & Akhtar, H., 2016), Malaysia (Subon, F., & Tarmim, S. S. M., 2021) and Philippine (Villanueva, L., & Gamiao, B., 2022). In addition to these diverse countries, code-switching can be found among Indonesian students enrolled in English as a foreign language lessons, often known as EFL students.

In higher education institutions, there are many language transitions that involve code-switching either by lecturers or students. In practice, it is frequently encountered in oral presentations. When communicating information about their assignments and projects, students modify their vocabulary and inadvertently code-switch. The objective of code-switching is to convey topics to the interlocutor such that the meaning or message is comprehended by the interlocutor (Selle, A., & Sunubi, A. H. (2022). While delivering oral presentations, code-switching is used as an alternative to help overcome a lack

of English (Sari, L. I., & Sari, R. H., 2019). In addition, unconscious code-switching by lecturers is done as one of the strategies for explaining, and translating difficult vocabulary, managing classes providing background information, and reducing student nervousness (Jingxia, 2010 & Yao, 2011). However, code-switching is more common among Indonesian EFL students because of their propensity to mix their L1 or L2 with English as the target language. Research on code-switching in EFL classroom practice continues to the present era. Recent studies were conducted by Helmie et al., (2020), Subon, F., & Tarmim, S. S. M., (2021), and Nawaz et al., (2023). This demonstrates that while each study is distinct, code-switching research is still relevant and worthwhile.

As a bilingual community, Jambi University students especially students majoring in English Education Department, often code-switch by accommodating more than one language in speaking. However, it is still rare to find research that focuses on uncovering the reasons students use code-switching in classroom interactions and how audiences such as lecturers and students respond to the use of code-switching. Meanwhile, it is uncommon to find research that focuses on the use of language transfer in the Jambi language. This is the reason why researchers are interested in revealing the use of code-switching in student presentations. This study focuses on the use of English as a foreign language, Indonesian as a second language, and mother tongue as the first language in the student oral presentations.

1.2 Research Questions

From the research background that has been stated above, the researcher formulates the following questions:

- 1) What are the students' motivational reasons for using code-switching during presentations?
- 2) What are students' perceptions of using code-switching in presentations?

1.3 Objectives of the Research

From the explanation above, the purpose of this research are:

- 1) To explore the motivational reasons for the use of code-switching by students during oral presentations.
- 2) To explore students' perceptions of using code-switching in oral presentations?

1.4 Limitation of the Research

The scope of this research is on students' motivational reasons and audience perceptions of the use of code-switching in oral presentations. The researcher limited this research to 5th-semester students of the English Education Department class of 2021 at Jambi University. The researcher chose sample in this batch because in almost all courses the activity is the presentation of project results, which is carried out in groups or individually.

1.5 Significances of the Research

The researcher hopes that this research will give insight to:

a. For the Students

It is hoped the students can comprehend sociolinguistic knowledge, particularly in code-switching on multilingual and bilingual communities, and hopefully, apply it in everyday situations.

b. For the Lecturers

It is hoped that the lecturer can recognize the several types of code-switching that are employed in teaching English as a foreign language, as well as the students' reasons for using code-switching.

c. For the other Researchers

It is hoped that other researchers can increase their knowledge about code-switching and will conduct a much more in-depth study of the related research.

1.6 Definition of Key Terms

a) Translanguaging

Translanguaging will occur in bilingual communities as a shift between languages or language dialects (Hornberger, N. H., & Link, H., 2012). Translanguaging highlights a person's linguistic repertoire, which contains all the language elements they know (Liu, H. 2023). Translanguaging is a language switch owned by students, where all the languages they know are located in their

linguistic repertoire, and they use them in a bilingual environment between students or teachers.

b) Multilingualism

Multilingualism refers to an individual's or community's ability to speak and comprehend multiple languages. Consequently, code-switching is a common occurrence in multilingual communities where several languages are spoken, as stated by (Wardhaugh et al., 2021). This phenomenon is prevalent worldwide, with a significant proportion of the global population being bilingual or multilingual to some degree.

c) Code-Switching

Code-switching occurs without the speaker realizing it, as pointed out by Wardhaugh (2010) in Helmie et al., (2020). Code-switching is the practice of transitioning between languages within the same discourse, which may occur inadvertently or due to the personal reasons of the speaker.

d) Oral Presentation

An oral presentation is a type of communication that is partly oral, and partly visual, usually has a time limit, and occurs in an organizational setting (Ming, X. Z. 2005). An oral presentation is an act of oral communication carried out individually or in groups to explain various themes and knowledge to convey information or material in the form of visual media such as PPT.

e) Motivation

Motivation, according to Lai, E. R., (2011), refers to the underlying causes of behavior determined by willingness and volition. As a result, the presence of motivation inspires or stimulates people or organizations to act, set, and attain goals.