

CHAPTER I

INTRODUCTION

This chapter explains the background of the study, the research questions, the research purposes, the research significance, the research scope, the conceptual framework, and the prior research conducted in this field.

A. Background of the Research

In multilingual societies such as Indonesia, the use of more than one language in daily communication is a common phenomenon, including in educational contexts. University students, particularly those majoring in English Education, are often required to communicate orally in English during classroom activities such as discussions, presentations, question-and-answer sessions, and role-play tasks. This condition aligns with sociolinguistic perspectives which view multilingualism as a natural outcome of language contact within a speech community (Wardhaugh, 2010). In such environments, speakers often alternate between languages to achieve effective communication, a phenomenon known as code-switching.

Speaking, particularly in the form of academic presentations, is widely regarded as one of the most demanding language skills for EFL learners. Speaking requires the integration of linguistic knowledge, real-time processing, and sociocultural appropriateness (Brown, 2004). Therefore, it is important to investigate whether code-switching is merely a compensatory behavior or whether it plays a meaningful role in supporting EFL students' speaking development.

Formal presentation is considered a crucial component of speaking skill development in EFL contexts, particularly in higher education settings. It requires students not only to deliver content in English but also to organize ideas coherently, use appropriate vocabulary and grammar, and engage with an audience effectively. According to Brown (2004), speaking involves complex processes, including linguistic competence, discourse organization, and

sociocultural awareness, all of which are essential in formal presentation settings.

The study conducted by Sari (2022) revealed that students often use code-switching and code-mixing to avoid misunderstandings and to cope with vocabulary gaps during speaking tasks. Similarly, Fitriani et al. (2022) found that Indonesian EFL learners use insertion, alternation, and lexical mixing strategies primarily to facilitate understanding and emphasize meaning. Moreover, a report by Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Language Development and Fostering Agency (2023) showed that more than 65% of university students in Indonesia use multiple languages. English, Bahasa Indonesia, and regional languages in academic contexts.

Studies by Fitriani et al. (2022) and Munawaroh et al. (2022) indicate that students and teachers use code-switching as a pedagogical and communicative resource rather than as a sign of linguistic deficiency. In addition, national data reported by In addition, national data reported by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia through the Language Development and Fostering Agency (Badan Pengembangan dan Pembinaan Bahasa) (2023) indicate that multilingual language practices remain common among Indonesian students in educational contexts. (2023) reveal that a large proportion of Indonesian university students actively use more than one language in academic settings, particularly in expressing their ideas through oral communication.

Within Indonesian EFL classrooms at UIN Sunan Gunung Djati Bandung, language alternation between English and Bahasa Indonesia is frequently observed during formal speaking activities, particularly classroom in formal presentations. In the field of second language acquisition, code-switching is closely associated with the concept of communication strategies. Canale and Swain (1980) propose that strategic competence enables language learners to compensate for breakdowns in communication caused by limited linguistic knowledge.

Based on the studies discussed above, this research is considered necessary because understanding how code-switching functions in formal presentation activities can provide more focused pedagogical insights for English lecturers and EFL learners, as suggested by previous studies (Sert, 2005; Macaro, 2009; Jingxia, 2010). By focusing on classroom discussions and presentations, this study aims to explore how code-switching is used, why students engage in it, and how it contributes to the development of fluency, accuracy, and confidence in speaking English, extending earlier findings on the pedagogical roles of code-switching in EFL contexts.

B. Research Questions

Considering the issues outlined in the background, the research question is formulated as follows:

1. What types of code-switching are used by EFL students during formal presentation?
2. What factors influence students' use of code-switching in formal presentation?
3. What implications does the use of code-switching have for the development of EFL students' English speaking ability during formal presentation in terms of fluency, accuracy, and grammar?

C. Research Purposes

In relation to the research problem mentioned above, the objectives of this research are as follows:

1. To identify the types of code-switching used by EFL students during presentation.
2. To figure out the factors that influence students to employ code-switching in formal presentation.
3. To explore the implications of using code-switching for the development of EFL students' English speaking ability during formal presentation in terms of fluency, accuracy, and grammar.

D. Research Significances

This research particularly has at least two significances, including theoretical and practical significance.

1. Theoretical Significance

The results of this research enrich the theoretical understanding of how code-switching is not only a linguistic phenomenon, but also a pedagogical and communicative strategy that plays a role in developing students' speaking skills. This research also expands the concept of speaking development by incorporating aspects of bilingual interaction and the use of the first language as a means to achieve fluency, accuracy, and confidence in speaking English.

2. Practical Significance

Based on the aims of the research, the significances of this research are presented below:

a. For EFL Teachers

Giving EFL teachers and lecturers ideas on how to use code-switching in a smart way to help students improve their speaking skills. These results can assist educators in managing the mix of English and Indonesian (or local languages) during lessons, making sure the learning is both effective and easy to understand.

b. For EFL Students

Code-switching can help students understand that code-switching is a useful and short-term way to communicate during learning, not a sign of poor language skills. Students can learn when and how to use code-switching in the right way to feel more confident, learn new words, and become more fluent.

c. For Future Researchers

Code-switching can act as a reference for other researchers who want to look into how code-switching connects with other language abilities, like listening, building vocabulary, or understanding how language is used in different contexts. Code-switching can also serve as a starting point for comparing studies between different campuses or areas.

E. Research Scope

This research examines EFL students' code-switching during formal presentations in the sixth-semester Global English course at an Indonesian Islamic State University. Data were collected through observations of three presentation sessions on 13, 20, and 21 May 2026 and semi-structured interviews with selected students. The research focuses on the types, influencing factors, and implications of using code-switching on students' speaking ability. Written documents and presentation slides were excluded because the research focuses on spoken language practices.

F. Conceptual Framework

This research is grounded in the phenomenon of code-switching in formal presentation contexts, which is influenced by sociolinguistic factors and characterized by specific types and functions. It is therefore essential to examine how these factors shape code-switching and their impact on speaking ability. Based on this premise, the following conceptual framework is proposed.

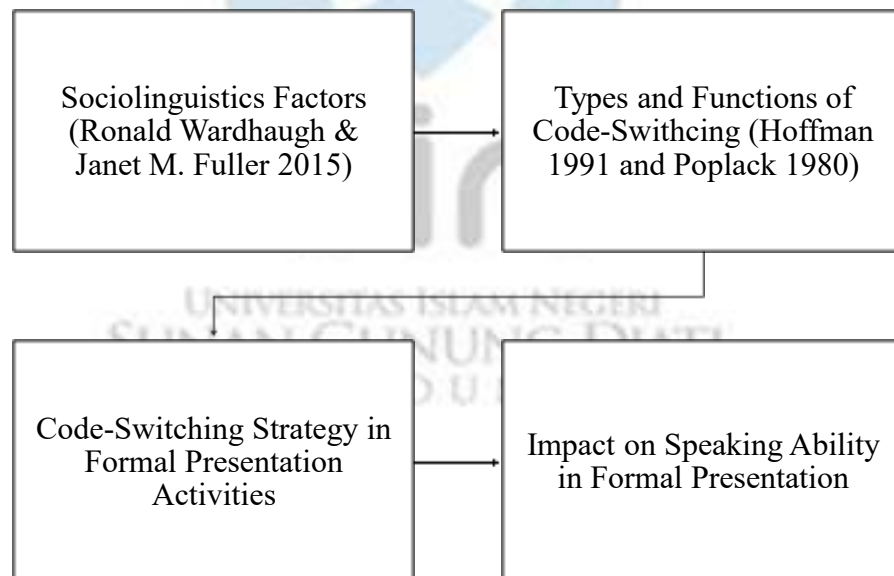


Figure 1.1 Conceptual Framework

Code-switching is a phenomenon of language alternation that occurs due to changes in communicative situations, such as differences in participants,

topics, settings, or purposes of interaction (Wardhaugh & Fuller, 2015). This view is supported by other scholars who define code-switching as the use of two or more languages within a single discourse or conversation (Hoffmann, 1991; Appel & Muysken, 2006). Similarly, Poplack (1980) explains that code-switching can occur in different structural forms, including intersentential and intrasentential switching, depending on how languages are combined in speech.

Furthermore, Gumperz (1982) emphasizes that code-switching serves important social and communicative functions, such as signaling group identity, clarifying meaning, and managing interaction. In more recent perspectives, García and Wei (2021) highlight that code-switching, often viewed as part of translanguaging practices, enables multilingual speakers to utilize their full linguistic repertoire to facilitate communication and learning.

In this research, the term “strategy” does not refer to the structural types of code-switching. The structural types, namely inter-sentential switching, intra-sentential switching, and tag-switching, are used to classify the forms of language alternation based on Poplack (1980) and Hoffmann (1991). The term “code-switching strategy” refers to students’ purposeful use of language alternation as a compensatory and communicative strategy during formal presentations. This view is supported by Canale and Swain’s (1980) concept of strategic competence, which explains how language learners compensate for communication difficulties caused by limited linguistic knowledge. It is also supported by Rose (2020) and Lee (2022), who state that EFL learners may use code-switching when they encounter linguistic limitations during speaking activities. Therefore, this research treats code-switching as a strategy in terms of its function, while its types are analyzed as structural forms of language alternation.

Furthermore, According to Nunan (1991) and Richards (2008), speaking ability includes fluency and accuracy. Fluency refers to speaking smoothly with minimal pauses, while accuracy concerns the correct use of grammar and vocabulary.

G. Previous Studies

Previous studies on code-switching in EFL contexts have demonstrated its significant role in classroom interaction. Munawaroh, Hartono, and Sakhiyya (2022) investigated code-switching in Indonesian EFL classrooms and found that it facilitates meaning negotiation and increases student participation, particularly during speaking activities. Their study suggests that code-switching functions as an interactional strategy that supports oral communication rather than obstructs language learning.

Another relevant study was conducted by Sakaria and Priyana (2018) entitled “Code-Switching: A Pedagogical Strategy in Bilingual Classrooms.” The study aimed to examine the role of code-switching as a pedagogical strategy in foreign or second language learning environments. Using a qualitative library-based approach, the researchers analyzed various theoretical perspectives and empirical findings related to the use of code-switching in bilingual classrooms. The findings suggest that code-switching can function as an effective instructional tool that helps facilitate comprehension, clarify difficult concepts, and support communication between teachers and students during the learning process. The study also emphasizes that code-switching should not be viewed merely as a sign of linguistic deficiency but rather as a strategic resource that can support language acquisition when used appropriately.

According to Abbas (2013), code-switching in classroom interaction performs several pedagogical functions. It can be utilized by teachers to guide students in completing instructional tasks, enhance the effectiveness of communication, and provide encouragement and motivation during the learning process. Additionally, code-switching serves as a strategy to clarify complex explanations, such as grammatical concepts, and to maintain classroom management and control. These functions indicate that code-switching can play an important role in facilitating teaching and learning activities in bilingual or multilingual classrooms.

Husni and Arianto (2023) examined teachers' code-switching practices and reported that intersentential switching was predominantly used to clarify instructions and reinforce key concepts. The findings indicate that strategic code-switching can improve students' comprehension and engagement during speaking tasks. Similarly, Murtiningsih et al. (2023) revealed that teachers employed code-switching not only for instructional clarity but also to manage classroom dynamics and build rapport with learners.

From the learners' perspective, Fatsah and Purnama (2022) explored students' perceptions of code-switching and found that most students viewed it as helpful in reducing confusion and anxiety during speaking activities. However, the study also warned that excessive reliance on the first language might limit students' opportunities to practice English.

A study conducted by Murgani (2023) analyzed code-switching used by Max D. Capo on a YouTube channel and found that code-switching was strategically employed to emphasize messages, express identity, and maintain audience engagement. The study demonstrated that code-switching functions as a deliberate communicative strategy rather than an accidental linguistic choice. Although the context differs from formal education, this finding reinforces the view that code-switching operates as a strategic resource in spoken discourse.

Another relevant study was conducted by Noge (2019) which investigated the use of code-switching in English conversations among junior high school students. Using a descriptive qualitative method, the study analyzed recorded student conversations to identify the types and reasons for code-switching. The findings showed that students frequently used intra-sentential and inter-sentential switching, mainly to clarify meaning, emphasize certain points, discuss particular topics, and overcome lexical limitations. The study indicates that code-switching functions as a communicative strategy that helps students maintain interaction when facing language difficulties.

International studies further reinforce the pedagogical value of code-switching. García and Wei (2021) argued that code-switching and

translanguaging practices allow learners to mobilize their full linguistic repertoire, thereby facilitating meaning-making and oral communication in academic settings. In addition, Ahmad and Jusoff (2021) found that code-switching reduced speaking anxiety and enhanced learners' confidence, particularly among lower-proficiency EFL students.

Another relevant study was conducted by Kennis and Branigan (2025) entitled "Cognitive Factors in Code-Switching: In Response to Bentahila and Davies (1992)." This study reviewed the development of research on the cognitive mechanisms underlying code-switching among bilingual speakers. The authors analyzed previous empirical and theoretical studies to understand the psychological and cognitive factors that influence when and why bilingual individuals switch between languages. The findings indicate that code-switching behavior is influenced by several cognitive aspects, including language dominance, lexical access, cognitive control, and interactional context. The study also emphasizes that code-switching is not merely a linguistic phenomenon but is closely related to social and psychological processes that shape bilingual communication. Furthermore, the authors highlight that individual cognitive differences and communicative contexts play an important role in determining how bilingual speakers manage language switching during interaction.

Despite these contributions, existing studies have largely examined speaking activities in general and have paid limited attention to formal oral presentation tasks, which require sustained monologic speech, structured academic discourse, and public performance.

However, discourse based studies have not adequately explored how code switching functions in academic speaking, especially in formal EFL student presentations. Moreover, gender differences in using these strategy such as confidence, risk taking, and fluency remain underexamined. Therefore, further research is needed to investigate how EFL students use code switching in university level presentations and code-switching role in their speaking development.