CHAPTER I

INTRODUCTION

This chapter presents the introduction of this research including the background of the research, research questions, research objectives, research significances, the limitation of the research, and definition of key terms. Research background presents arguments used for reasons in choosing code-switching analysis in terms of EFL prospective teachers and students' online synchronous learning through WhatsApp group chat. Research objectives describe research answers to the research questions. And, research significance presents theoretical and practical outcomes of the research outputs. The limitation of the research describes the scope of the present research which limits the research. And finally, the definition of key terms explained the theoretical and practical definition of each key word.

1.1 Research Background

Covid-19 pandemic has impacted all life sectors including the education field which affected the teaching-learning process worldwide. Covid-19 forced all students and teachers from elementary to higher education to change the face-to-face instruction of learning to fully online instruction. Luckily, current global development has provided more opportunities in the advancement of technology and application for teachers in adopting online learning to assist conventional learning (Abou El-

Seoud et al., 2014). Similarly, technology creates the opportunity for educators to move beyond the traditional face-to-face classroom by mixing or blending this technology with classroom teaching and learning as well as promoting a simple learning process compared to traditional learning (Amri, 2020; Van der Merwe, 2011).

Online learning can be experienced through synchronous and asynchronous environments over internet access in different devices (Lassoued et al., 2020). Synchronous learning is characterized as a similar time setting with real-time learning and it enables participants to react in the same session simultaneously, for instance online learning through video conferencing, live video, and live chat (Amri, 2020; Burnett, 2003; Cheon, 2003; Payne, 2020; Q. Wang & Huang, 2017).

In addition, asynchronous learning is characterized as its flexibility of time and place to access (Amri, 2020), for instance, learning management systems (LMS), email, asynchronous online discussion, or direct messages (Bailey et al., 2020). Therefore, in this case of covid-19 pandemic, EFL teachers are trying to find tools and techniques that will enable them to establish connections with and among students in order to continue their teaching and learning; besides, to make all instructional materials accessible fully online.

In EFL learning, the role of a teacher is very essential during the process of teaching and learning for ensuring students learn the target language appropriately and to make them able in using the language learned. Proficiency level in using

English in communication was indicated by the learner's capability to communicate both in written as well as spoken forms (Dewi et al., 2018). Therefore, in both communication forms of spoken or written, there would be a language combination between L2 and L1 which commonly happens in EFL learning which is known as code-switching. According to Gardner-Chloros (2009), code-switching is a phenomenon of using more than one language in the same conversation or sentence. Moreover, Muslim, et al (2018) added that code-switching has become an interesting phenomenon and considered as useful strategy in classroom interaction because it is one of the major aspects that shows bilingual's development process.

There were numerous researches concerned with analyzing code-switching in the classroom setting of EFL teaching and learning (Cahyani et al., 2018; Campa, 2009; Juliadnyana et al., 2020; Macaro and Lee, 2013; Mujiono and Diputri, 2020; Muslim et al., 2018; Sali, 2014; Sariputri, 2017; Suarnajaya et al., 2018). However, the research of code-switching in online synchronous EFL teaching and learning is limited. Regarding the total closure in the education setting due to covid-19 outbreak which shifted the classroom EFL learning to online; there would exist code-switching in EFL teaching and learning activities that are done online thoroughly where EFL teachers and students connect their learning without physical meeting. Accordingly, it was taken as a reason for choosing the subject of the research, that there has not been previous research studied code-switching occurring in an online learning environment.

Therefore, the present research was focused to investigate the language used in terms of code-switching among EFL prospective teachers and students of Junior High School and Senior High School in their online teaching and learning process. The EFL prospective teachers should practice their teaching's knowledge into the field teaching experience, specifically in terms of online teaching practice due to covid-19 which forced all education institutions to shift their conventional learning to fully online learning

Based on the preliminary interview done with the EFL prospective teachers, it was found that the EFL learning process conducted synchronously online with the use of WhatsApp group chat as media of discussion. WhatsApp is a popular mobile application which is handy for them, enables them to send and receive text messages, image, file, audio, link, and video, allows the group members to do discussion and exchange their ideas back and forth during the process of learning.

Therefore, considering this phenomenon of the teaching and learning process, the present study explores three research objectives. Those objectives are to investigate the types of code-switching produced by the EFL prospective teachers and students through the online synchronous teaching and learning has done, to investigate the form of written communication that occurred during the investigation, and to discover the function of code-switching's occurrence.

Generally, this issue is conducted with the assumption that the result not only to identify and answer about code-switching phenomenon in online teaching and

learning settings but also, can significantly broaden the understanding of the current process of the written communication form. Accordingly, the present study, hopefully, will help raise awareness on the issue of code-switching in the EFL online synchronous teaching and learning context, specifically using WhatsApp group chat. Thus, the researcher decided to conduct a research entitled "Code-switching in Online Synchronous Learning".

1.2   Research Question

1. What types of code-switching are produced by the EFL prospective teachers and students in the online synchronous learning through WhatsApp group chat?
2. What is the form of written communication that occurred in the online synchronous learning through WhatsApp group chat?
3. What are the functions of using code-switching in online synchronous learning through WhatsApp group chat?

1.3   Research Objective

Based on the research problems, the purposes of the research are stated as follows.

1. To investigate the types of code-switching used by the EFL prospective teachers and students in online synchronous learning through WhatsApp

group chat

2. To investigate the form of written communication that occurred in the online synchronous learning through WhatsApp group chat

3. To discover the function of using code-switching in the EFL online synchronous teaching and learning through WhatsApp group chat

1.4 Research Significance

This research is mainly concerned with the language used by the EFL prospective teacher and students in terms of code-switching in their online synchronous teaching and learning through WhatsApp group chat. Theoretically, the findings of this research are expected to become an alternative resource in conducting further research with a similar topic and can be used to enrich the knowledge in terms of code-switching analysis used by EFL teachers and students, specifically in the setting of online synchronous learning.

Practically, on the other hand, the presence of this research is expected to give positive contributions to teachers, schools, and other researchers who study a similar topic. For teachers, the results of this research are expected to be useful for English teachers as a reflection in order to be more innovative in order to plan and accommodate students' needs in learning in this situation. The EFL teachers can identify the habitual of online teaching and learning conducted among their students, specifically in how they communicate and use their English skill into written form. It

tightly connects to students' ability in writing; thus, the EFL teachers can arrange the flow of online teaching by identifying each phenomenon or issue appeared during the online teaching and learning, specifically through WhatsApp group chats. For schools, this research is beneficial for school development in order to make a school policy about online teaching and learning that fits into its context, specifically for code-switching in English subject. The EFL teachers who had their experience during the online EFL teaching and learning can find their best practice or innovative online teaching so that the other EFL teachers would adapt this strategy into their class. And for other researchers, the results of this research are expected to become an additional source, guidance, and inspiration for those who are interested to conduct similar research about code-switching use in EFL teaching and learning in online synchronous through WhatsApp group chat.

1.5 Limitation of the Research

The research is limited as it is only in the area of six EFL prospective teachers that conducted their teaching practice in four Junior High Schools and two Senior High Schools in Bali, as well as the students involved in their online teaching practice. The students are in the seventh, eighth, ninth, tenth, and eleventh grades. From the background above, the scope of code-switching is big, and to narrow down the scope of the study, this present research focused on observing the types of code-switching use in online synchronous learning through WhatsApp group chat.

Moreover, it was intended to observe the form of written communication and the function of code-switching occurred.

1.6 Definition of Key Terms

The definition of key terms is the definition of related terminologies in this research. It is written to avoid misunderstanding toward the use of some terms. The definition of key terms is divided into two; conceptual definition and operational definition. The definition of key terms is elaborated as follows.

1.6.1 Conceptual Definition

The conceptual definition is the definition that is based on the theories of experts in certain fields. The conceptual definition of this research involves code-switching and online synchronous learning. The following is the explanation of the conceptual definition.

a. Code-switching

Code-switching is defined as the phenomenon of the alternation from one language to the other during bilingual speech including conversation or sentence by bilingual people (Gardner-Chloros, 2009; Tsoukala et al., 2020).

b. Online Synchronous Learning

Synchronous learning is online learning conducted in a similar time setting that allows teachers and students in a real-time interaction and a

communication flow with turn-taking to create a communicative learning space via technology (Amri, 2020; Bailey et al., 2020; Barasa, 2010; Kim, 2020; Smyth, 2011; Q. Wang & Huang, 2017).

c. Online Discussion

An online discussion forum is an online discussion which allow students to actively engage in the learning process (Parks-Stamm et al., 2017).

1.6.2 Operational Definition

Operational definition refers to definitions derived from the conceptual definition. The operational definition emphasizes how the definition is used operationally. The operational definition of this research involves code-switching, online synchronous learning, and online discussion forum. The Following are explanations of operational definition.

a. Code-switching

Code-switching is a phenomenon of language switching that uttered by the EFL prospective teachers and students' of the seventh, eighth, nineth grade of Junior High Schools, as well as the tenth and eleventh grades students of Senior High Schools in their online synchronous teaching and learning, specifically in English subject through WhatsApp group chats.

b. Online Synchronous Learning

Online synchronous learning is a real-time online learning strategy conducted by the EFL prospective teachers and students which aimed at

shifting classroom settings of teaching and learning during covid-19 outbreak.

c. WhatsApp Group Chat

WhatsApp group chat is an online group chat created by the EFL prospective teachers in order to provide an essential place for accomodating their online teaching and learning with their students.