

## Chapter Four

### Findings and Discussions

This chapter presents the result of this study based on collected data about EFL students' perception towards the use of code-switching from participants. The finding reports the factors of using code-switching, the advantages of code-switching, and disadvantages of code-switching basen on EFL students' opinion. Moreover, experts arguments will also be used to discuss the data.

#### Findings and Discussion

This section explains the three main findings of the study. First, it explains about the reasons why EFL students use code-switching in conversation. Second, it describes about the advantages of code-switching in conversation. Third, it reports the disadvantages of code-switching in conversation.

#### EFL Students' Reasons of Using Code-Switching in Conversation

This section describes about the EFL students's reasons of using code-switching in conversation. There were five reasons of using code-switching in conversation as what explained by the three participants. They were discussing particular topics, clarifying something, quoting someone's words, expressing identity, and using interjection. The detailed information from participants about reasons of using code-switching in conversation is explained in the following paragraphs.

**Discussing particular topics.** The first reason of using CS in conversation is to discuss particular topics. It was mentioned by two participants, Daenerys and Cersei. Daenerys stated that one of the reasons of using CS in conversation is that she is able to discuss particular topics.

As what mentioned by Daenerys that “I use code-switching when I am doing speaking or discussing about some topics for example: I am in education faculty. Talking about education, then I want to discuss something else like scholarship or etc, so I use code-switching” (P1.1.1). Moreover, Cersei also stated that she is able to discuss particular topics by using CS in conversation. Cersei explained that “Discussing about particular topics that difficult to understand in English so I code-switch to ease the conversation” (P3.1.2). In line with those statements, there was a finding of study from Hoffman’s report (as cited in Heeti & Abdely, 2016), which stated that one of the reasons of students using CS is the need to discuss particular topics. To be elaborated, students feel more comfortable to discuss particular topics in their mother tounge. Moreover, Wei (2000) reported that in order to avoid misunderstanding, teachers or speakers are suggested to use CS when they are changing important knowledge or information. Furthermore, Ncoko, Osman and Cockcroft (2000) affirmed that the speakers uses code-switching whether it is unintentionally or intentionally for some reasons, one of them is to emphasize important point of the conversation.

**Clarifying something.** The second reason of using CS in conversation is to clarify something. It was mentioned by one participant, Daenerys. Daenerys argued that she can clarify information by using CS, as she stated that “Because of not all my friends are English students, I do not fully understand what are they talking about in English so I use CS to clarify and make sure if it is the right point of my friends’ explanation” (P1.1.2). Then in line with Daenerys, Arya stated that she uses CS to clarify something as she implemented that “I use Code-Switching to clarify something” (P2.1.1). She added that “for example I have some words that I do not understand or maybe have bias meaning, so I clarify if the meaning is like this or not” (P2.1.1). In line with the statements above, Hoffman’s report (as cited in Heeti & Abdely, 2016),

described that one of the factors of using CS by the students is the need to clarify something. He believed that speaker explained something clearer when they CS the target language. Moreover, according to Butzcam (1998), the reason why speaker uses code-switching is because they want to clarify abstract concept. It means that the abstract concept can be clarified by using code-switching. Baker (1995) also suggested that the relation between target language and first language can be a bridge in order to make meaning in conversation becoming clear.

**Quoting someone's word.** The third reason of using CS in conversation is to quote someone's words. It was perceived by one participant, Daenerys. Daenerys affirmed that "I want to quote someone's words in {my dialogue with my friends} in order to understand the conversation, finally I used code-switching so the interlocutor understand" (P1.1.3). She believed that by quoting someone's words in the dialogue would make the conversation understandable for the interlocutor. The statement above is supported by Hoffman's report (as cited in Heeti & Abdely, 2016), one of the reasons of students use CS is the need of quoting somebody else. In that case, students use CS in order to quote somebody else originally without translated in to target language because the sentence will be felt accurate.

**Expressing solidarity.** The fourth reason of using CS in conversation is to express solidarity. It was mentioned by one participant, Arya. Arya explained that "I use code-switching to make me feel comfortable with friends" (P2.1.2). She believed that she can make herself feel more comfortable with friends by using CS. The statement above supported by Hoffman's report (as cited in Heeti & Abdely, 2016), expressing solidarity is one of the reasons students use CS". He added that when the speaker and the interlocutor shared the same first language, the can signal it by using CS in order to build intimate relation. Furthermore, Rios and Campos's (2013) study has found that "In this study, it was also found that code-switching occurs when one of the

speakers tries to change the tone of the conversation to show solidarity towards the other speaker(s) (p. 232). In addition, Rios and Campos (2013) indicated that to express defiance and solidarity are the factor of the speaker using code-switching. They delivered that by using code-switching, the defiance and solidarity can be expressed. Moreover, the defiance and solidarity in this case is meaning that the speaker feels that she/he has good connection with the interlocutor while doing the conversation.

**Using interjection.** Interjection in this case means a word that can express strong emotion, e.g, aduh, hah, kok bisa?, maksudnya?, gini, etc. The firth reason of using CS in conversation is to use interjection. It was described by Arya as she Arya stated that “I unintentionally use code-switching few times” (P2.1.3). She mentioned that she unintentionally used CS in few times in conversation. Moreover, Cersei also added that “I accidently code-switch the language either it is from Bahasa Indonesia to English or English to Bahasa Indonesia” (P3.1.1). Based on her explanation, she used code-switching unintentionally whether it is Bahasa Indonesia to English or English to Bahasa Indonesia. In line with the statements above, Hoffman’s report (as cited in Heeti & Abdely, 2016), presented that the need of using interjection is one of the reason that students used CS. He further explained that sometimes, the students spontaneously used CS while they are doing conversation with friends. Thus, because of they do not aware of what language they supposed to use while talking.

**Filling the gap.** The sixth reason of using CS in conversation is to fill the gap while communicating. It was mentioned by one participant, Daenerys. Daenerys stated that “sometimes I forget what I want to explain in front of the class, so I use Code-Swithcing to fill the gap in front of class” (P1.1.4). She explained that when she forget what she wants to deliver in front of the class, she used CS to fill the gap. That statement is supported by Rios and Campos (2013)

claimed that filling the gaps in when the speaker has a vocabulary limitation is a factor of speaker uses code-switching. In this case, the speaker intentionally uses code-switching in order to fill the gaps while doing conversation.

### **The Advantages of Using Code-Switching in Conversation**

This part explains about the EFL students's reasons of using code-switching in conversation. There were five advantages of using CS in conversation perceived by three participants. They were holding the floor, controlling conflict, affective function, repeating some information, and making equivalence. To be elaborated, each of the points above is briefly discussed in the paragraph below.

**Holding the floor.** The first advantage of using CS in conversation is holding the floor. It was mentioned by one participant, Cersei. Cersei also believed that she is able to make the conversation is going by using CS in conversation. Cersei stated that "code-switching helps me a lot to keep the conversation or explanation going in front of the class" (P3.2.1). Daenerys and Cersei agreed that they can keep the conversation going by using CS when they forget what they want to explain or deliver. Those statements are supported by Eldridge (1996) stated that one of the advantages of CS is floor-holding. It is the situation where the students using CS in order to speak the target language fluently and also to fill the gap or spaces in communication. In addition, Heredia and Altarriba (2001) confirmed that to keep the conversation still going, the speaker can use CS when they missed some information in target language. He suggested that CS can be used to keep the conversation going when the speaker forget information in target language.

**Controlling conflict.** The second advantage of using CS in conversation is controlling conflict. It was mentioned by two participants, Daenerys and Cersei. According to Daenerys, “There are some words that are difficult to understand by my friends, so I code-switch in to Bahasa Indonesia in order to make them understand and there is no mis-understanding” (P1.2.1). She affirmed that she used CS to ease the conversation between her and her friends. She Moreover, Cersei mentioned that “The professor rebukes the students with Bahasa Indonesia, the students more listen to the rebuke in first language” (P3.2.2). She indicated that by using CS in class, the students listened more to the professor. Those previous statements are supported by Eldridge (1996), he described that conflict control is another advantage of CS in conversation. He further expressed that the speaker can control the conflict in conversation such as misunderstanding and bias by using CS. The speaker can easily use CS for some words that might be not understood by the interlocutor. Moreover, in order to avoid the misunderstanding, Aljoundi (2013) confirmed that students most likely to use code-switching (use first language directly) for the purpose of avoiding misunderstanding.

**Giving affective function.** The third advantage of using CS in conversation is giving affective function. It was mentioned by two participants, Arya and Cersei. Arya mentioned that “By using code-switching, I feel comfortable. For example the professor uses code-switching to Bahasa Indonesia while explaining in English, saying “*pie kabare*”, I feel like get closer with him” (P2.2.3). She believed that she feels more comfortable by using CS in conversation, like when the professor saying something in first language, she feels like she gets closer with the professor. Meanwhile, Cersei stated that “I think code-switching can be used in order to get closer with friends moreover international students” (P3.2.3). Cersei also described that by using CS she can get closer to her friends especially international students. Those previous statements

are supported by Mattson and Burenhult (1999) defined that there are three advantages of CS, one of them is affective function. It gives the people who use CS the opportunity in order to make relation with the interlocutor by using CS. Furthermore, according to Baker (2006), solidarity and deep relation can be built by the teacher by using CS.

**Repeating some information.** The fourth advantage of using CS in conversation is repeating some information. It was mentioned one of the participants, Arya. Arya mentioned that “by using code-switching, the conversation is clearer because for example, I use code-switching to Bahasa Indonesia, everything is clearer. According to Arya, the information that she received and shared can be clearer by using code-switching. It can be by I clarify something or repeating some words” (P2.2.1). The previous statement is supported by Mattson and Burenhult (1999) which indicated that repeating some information as advantage of using CS in conversation. They believed that by repeating important knowledge or information, there would be no misunderstanding or bias in conversation. In addition, Sert (2005) revealed that in classroom context, code-switching can be used to repeat the necessary knowledge, thus the necessary knowledge can be accepted clearly. Meaning that the important information that have been repeated using code-switching can be easily delivered to the students.

**Making equivalence.** The fifth advantage of using CS in conversation is making equivalence. It was mentioned by one participant, Arya. Arya stated that “when I use code-switching, I can express what I truly want to deliver” (P2.2.2). She implemented that she can truly express what she wanted to say by using CS. In line with the previous statement, Eldridge (1996) delivered that the speaker can describe their original expression by using CS because he believed that there are some words in target that could not replace the original expression as if he/she uses first language. Moreover, according to Sert (2005), the basic function of code-

switching are equivalence, floor-holding, and reiteration. To be elaborated, equivalence in this case means that it feels better to express the emotion by using code-switching because it is fitter rather than using target language.

### **The Disadvantages of Using Code-Switching in Conversation**

This section mentions about the EFL students's reasons of using code-switching in conversation. There were two disadvantages of using CS in conversation perceived by the three participants. They were code-switching is not suitable in multilingual context and getting used to code-switch does not encourage students to encirch target language. Futhermore, each of the points above is briefly discussed in the paragraph below.

**Code-switching is not suitable in multilingual context.** The first disadvantage of using CS in conversation is that code-switching is not suitable in multilingual context. It was mentioned by three participants, Daenerys, Arya, and Cersei. According to Daenerys, when she uses code-switching to a interlocutor whom does not share the same first language with her, the interlocutor does not comprehend it. Daenerys implied that "I use code-switching to Bahasa Indonesia, then my friend (non-native speaker of Bahasa Indonesia) does not understand about what am I talking about" (P1.3.1). Arya added that "Code-switching can not be used to every interlocutor, for example code-switching is used to friends that does not share the same mother tongue" (P2.3.1). Arya emphasized that the speaker is not able to do code-switching to every interlocutor. She further described that code-switching does not work when it is used to interlocutor who does not speak the same first language. In line with the two participants above, Cersei further explained that when she used code-switching from English to Thai but she is actually doing conversation with Korean, the interlocutor can not understand the content. She reported that "I use code-switching from English to Thai but I am talking to Korean, the



interlocutor does not get what do we mean” (P3.3.2). The statements above are supported by Cook (2002). According to Cook (2002), CS possibly gives a problem in some situations, for example CS used in multilingual classes or context. He then affirmed that it can be a problem while CS used to the interlocutor that does not share the same first language. Such as: the first language of the speaker is Javanese while the interlocutor barely understands about Javanese. Moreover, Palmer (2009) asserted that code-switching can be a problem when one party in conversation does not share the meaning of words or phrases that has been code-switched. She believed that code-switching can be source of problem when code-switching used in conversation while the interlocutor does not speak the same first language with the speaker.

**Getting used to code-switch does not encourage students to enrich target language.**

The second disadvantage of using CS in conversation is getting used to code-switch does not encourage students to enrich target language. It was mentioned by two participants, Daenerys and Cersei. Daenerys implemented that “I get used to use CS, then I do not want to look for the words that I code-switched and tend to be lazy to search those words in English”. (P1.3.2). She believed that she does not want to search the words in target language because of using CS oftenly. Additionally, Cersei described that “we can be lazy to look for new vocabularies. Like in my case, because I tend to use code-switching when I forget the target language, it makes me feel lazy to look for the vocabs” (P3.3.1). According to Cersei, she felt lazy in order to look for new vocabularies in target language because of using CS. In line with the statements above, Hammink (2000) indicated that using CS is not a good strategy in speaking and making the speaker lacked of vocabulary in target language. He then explained that usually when the speaker could not find word in target language, the easily code-switch into the first language, they keep doing that instead of look for the vocabulary in target language.