

**EFL Students' Perception Towards the Use of Code-Switching**

*A Skripsi*

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### **Abstract**

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. Therefore, research aimed to investigate the EFL students' perception towards the reasons, the advantages, and the disadvantages of using code-switching as experienced by English Department students at one of private universities in Yogyakarta. This research used qualitative research approach. In order to gather the data, the interview was used in this research. The findings were taken from the interview result which had been coded and analyzed. The research took place in one of private universities in Yogyakarta. The participants of this research were three students of ELED who have experience in using CS in conversation. All participants have been asked about the frequent of using CS, they use CS in almost all of the conversation. As the results, the finding describes that there are six reasons of using CS in conversation perceived by the EFL students. The six reasons are discussing particular topics, clarifying something, quoting someone's word, expressing solidarity, using interjection, and filling the gap. Moreover, the finding also indicates that there are five advantages of CS in conversation. The five advantages of CS in conversation are floor-holding, conflict control, affective function, equivalence, and repeating some information. Furthermore, the finding shows that there are two disadvantages of CS. The two disadvantages of CS in conversation are code-switching is not suitable in multilingual context and getting used to code-switch does not encourage students to enrich target language.

*Keywords:* Code-Switching, CS, strategy in speaking, the use of CS.

## **Introduction**

### **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. 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.

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.

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.

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).

### **Methodology**

This study used qualitative approach. According to Creswell (2012), qualitative approach has characteristics which make the researcher can observe the problem and create detailed understanding of a central phenomenon. In line with Creswell's statement, the reason why the researcher used qualitative is because he wanted to comprehend more about the phenomenon of CS in this research. Furthermore, this study used descriptive qualitative design. According to Merriam (1998), descriptive qualitative study is very useful in order to describe basic information about fields of education where little study has been conducted. A line with the statement above, the researcher used descriptive qualitative study because in this

study, he wanted to describe the EFL students' perceptions towards CS and analyze the phenomenon of CS present basic information about the areas of education.

This study was conducted in an English Language Education Department (ELED) on a private university in Yogyakarta. The main reason why the researcher chose the private university in Yogyakarta as the place for conducting the study is because based on researcher's observation, the CS was used by the students of the department. The other reason is because the researcher has the full access to the university. It gave the researcher access to the participants, so that ease him to gather the data. Moreover, the researcher chose the ELED department because ELED students are daily using English. Which refers that their frequency of using CS higher than other Departments. Moreover, the researcher conducted the interview on August 2019. The interview took two weeks of working. The next step after conducting the interview was analyzing the data. The researcher analyzed the data from interview for two weeks.

The subjects of this research were three ELED students batch 2015 in the private university in Yogyakarta. They were females age 21 to 22-year-old. They also use CS everytime they talk to the interlocutor. The researcher used convenience sampling in order to choose the participants. "Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available accessible time. The researcher simply chooses the sample from those to whom she/he has easy access." (Cohen et al., 2011, p.158). The researcher used convenience sampling is because the researcher wanted to gather the data from three participants that has the easy access, in hope that the participants are the people who can give detailed information in this research. Moreover, the researcher required some characteristics from the participants. All of the participants in order to give information are from batch 2015. They are all ELED students. Furthermore, the reason why the researcher

chose them was because they have a concrete and active experience in using CS. In addition, those participants are also comprehended and applied it in their life whether it is inside of the classroom or outside of the classroom. To be detailed, the participants have experiences in conducting the interview and they have experiences in order to answer the questions that asked by the researcher, in other words, they are articulate. Thus, might ease the researcher to gather the data.

This research used interview as data collection method. Interview is very useful to gather deep information from the participants. The activity of interview is where the interviewer gives some questions to the interviewee whereas the interviewee is required to answer the questions completely. Usually, the interview is conducted directly face to face in time. Moreover, interview has some excellent functions. “The order of the interview may be controlled whilst still giving space for spontaneity, and the interviewer can press not only for complete answers but for responses about complex and deep issues” (Cohen et al., 2011, p.409). In line with Cohen, the reason why the researcher used interview is because the researcher wanted to gather complete answers for CS issues in this research.

There were four steps that the researcher done for conducting the research. Firstly, the researcher contacted the participants in order to inform them that they are selected based on the criteria for giving the information. Next, the researcher asked for the agreement to be the participant in this study. After that, the researcher contacted the participant in order to discuss about the meeting plan and clarify some misunderstanding information. The interview was conducted in a private university in Yogyakarta. The researcher gathered the data on August 2019.

Researcher decided to conduct the interview by using *Bahasa Indonesia* as the first language of the researcher and the respondents because it helped the researcher and the

interviewee to express their feelings. The interview took about 15 to 25 minutes to gather deep information from the participants. A tool was used to record the information while the interview is conducted.

## **Findings and Discussion**

### **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.

**Discussing particular topics.** The first reason of using CS in conversation is to discuss particular topics. 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.

**Clarifying something.** The second reason of using CS in conversation is to clarify something. According to Butzcamm (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.

**Quoting someone's word.** The third reason of using CS in conversation is to quote someone's words. Hoffman's report (as cited in Heeti & Abdely, 2016) indicated that 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. Rios and Campos (2013) delivered 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.

**Using interjection.** Interjection in this case means a word that can express strong emotion, e.g, aduh, hah, kok bisa?, maksudnya?, gini, etc. The fifth reason of using CS in conversation is to use interjection. 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. 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.

**Holding the floor.** The first advantage of using CS in conversation is holding the floor. 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. 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. 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.

**Repeating some information.** The fourth advantage of using CS in conversation is repeating some information. 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. 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 enrich target language.

**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. 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. 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, they easily code-switch into the first language, they keep doing that instead of look for the vocabulary in target language.

### **Conclusion and Recommendation**

This chapter shows two main parts. They are conclusion and recommendation. The first part is about the conclusion of this research which means the summary of the result of the research, including background of the study, objective of the study, and the findings of the study. Then, the second part is about the recommendation for the lecturer and suggestions for some parties related to this research.

## Conclusion

Code-Switching is one of the strategies that can be used in teaching and learning process. Code-switching tends to be used in conversation between the speaker and interlocutor. Furthermore, this research aimed to investigate the EFL students' perception of using code-switching as experienced by English Department students at one of private universities in Yogyakarta. There are three main purposes of this research. First, to describe the EFL students' reasons of using CS in conversation. Second, to identify the advantages of using CS in conversation. Third, to analyze the disadvantages of using CS in conversation as perceived by the students.

The results of the research show that the findings are as follows. The first finding is about the EFL students' reasons of using CS in conversation. The finding found that there were five EFL students' reasons of using CS in conversation as what mentioned by the three participants. The five reasons were discussing particular topics, clarifying something, quoting someone's word, expressing solidarity, and unintentionally using CS.

Moreover, the second finding is about the advantages of CS in conversation. The finding indicated that there were six advantages of CS in conversation perceived by EFL students. The six advantages of CS in conversation were floor-holding, conflict control, affective function, equivalence, explaining particular materials and repeating some information.

Futhermore, the third finding is about the disadvantages of CS in conversation. The finding explained that there were two disadvantages of CS in conversation perceived by EFL students. The two disadvantages of CS in conversation were using CS in multilingual context and lacking of vocabulary.

## **Recommendation**

Based on the findings of this research, the researcher stated some recommendations related to this research. The recommendations are intended for teachers or lecturers, students, and other researchers.

**For the students.** Regarding to the result of this research, the research recommends the students to use CS more in conversation because it has many advantages. Also, the researcher recommends the students to read and comprehend this research carefully so they will get to know more about the advantages and disadvantages of using CS. The students can wisely use CS by not using it in multilingual context because CS might confuse the interlocutor and not over using it because it can not enrich the target language. However, the students can maximize the use of CS by using it to hold the floor while communicating, control conflict, give affective function, etc.

**For the teachers or lecturers.** In line with the result of the research, the teachers and lecturers can comprehend the EFL students' reasons of using CS, the advantages of using CS in conversation and the disadvantages of using CS in conversation. By understanding it, the researcher recommends the teachers to minimize the disadvantages of using CS and make the full use of using CS. Moreover, the researcher recommends that the teacher to allow the students to use CS because it keeps them talking in target language without any gaps.

**For the other researcher.** From the result of the research, the researcher hopes that any findings of this research can be beneficial for the other researcher and can be contributed for further researchers to expand more about CS. Then, the researcher suggests the other researcher to use observation in order to conduct the data from the participants because the data gathered from observation will be more detail. Afterward, the researcher recommends the other researchers to elaborate this research by conducting the research about the truth of

overused of CS can discourage students to enrich the target language or even about what the students feel when CS happens in multilingual context.

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