

Code-switching in students' group discussions in EFL classrooms at a university level

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ARTICLE INFO

Article history

Received 17 June 2023

Revised 29 August 2023

Accepted 03 September 2023

Keywords

Code-Switching

EFL Classroom

Group Discussion

The Types of Code-Switching

ABSTRACT

Code-switching is an activity when a person switches their language in a speech. Some research have been conducted in the field of code switching, however, very little was done in looking both the types and the reasons of doing it in the group discussion context. This research focuses on exploring the types of code-switching used by the students in EFL classroom during group discussion and the reasons why the students used code-switching during group discussion in EFL classroom. The methodology used in this research was a descriptive qualitative. There were three participants in this research, two females and one male aged 21 to 24-year-old which was done in a private university of Yogyakarta. In collecting the data, the researcher used interview and follow-up questions. And the finding of this research found that there were three types of code-switching used by the EFL student, the first one is tag switching, inter-sentential switching, and the last one is intra-sentential switching. Furthermore there were three reasons why the participants used code-switching. The first one is feeling comfortable in using their mother tongue, lacking the target language proficiency, and the last one is holding the floor.



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How to Cite: Gendroyono, Baharun, H., & Istiqomah, L. Y. (2023). Code-switching in students' group discussions in EFL classrooms at a university level. *Teaching English as a Foreign Language Journal*, 2(2) 58-70. <https://doi.org/10.12928/tefl.v2i2.473>

1. Introduction

Language plays an important role in this era and it becomes the tools of communication in which people use it in order to get some purposes. Having a good communication skill in telling arguments and ideas will help people to deliver their purposes clearly. In this modern era, people start to realize how important a language is especially in Indonesia itself where it is common to find people who are able to speak at least one local language, national language and international language. A person who is able to speak more than one language is called as multilingual, as stated by Dewi (2013) Indonesia is one of the countries that cannot separate themselves being a bilingual, were its country has various local languages such as Sundanese, Javanese, Papuanese, and many more. In addition, it also becomes one of the factors Indonesian people usually are able to speak at least one local language and national language or Indonesian language. In this globalization era, people have to master English that has been established as lingua franca, in the meaning of English language used by many people all over the world (Lightfoot & Harmer, 2007). It also can be seen that nowadays, any job requirement asks the job applicant to master the basic level of English. According to Wijanti (2014), after having the

ability in speaking local and national language, they also have to be able to speak at least one international language.

When a person has the ability of speaking more than one language there is the bigger chance for them to use code switch, according to Febiyaska and Ardi as cited in Yusuf et al. (2018), this phenomenon usually occurs among the bilingual community. Bilingual countries have more chances to do code-switching as an example in Indonesia, it is common to hear people speak more than one language whether it is from national language to local language or national language to international language. It is in line with Martin-Anatias (2018) Stated that people in this era blend in the local and global world. This is also mentioned by Setiawan (2016), kids nowadays are more modern and smarter in mixing up languages when they speak up and they usually do code switching with their friend or relative. Moreover, Indonesian students often switch up their languages and this is mostly done by teenagers when they are interacting with their friends, relatives, teachers, and academic community in the education field.

Code-switching is the phenomenon that is mostly caused by several things such as the influence of celebrity or someone famous and being followed by their followers and the society. Rohardiyanto (2017) stated that some young people and teenagers do code-switching related to the social media style of communication from the printed one and electronic. They are so eager to show their enthusiasm towards the development of the English language, even though they still faced many difficulties in using it, they still show their enthusiasm by mixing and switching their language in the conversation. The phenomenon of code switching can happen because the speaker still lacks English vocabulary mastery but they try their best to use full English but end up switching their language in the middle of the conversation.

This phenomenon does not only happen in daily conversation, but it also occurs in the education field and surprisingly even the students from the English Language Education Department (EFL) students cannot avoid it. As we can see, the goal in learning the English language is to master the target language. This is in line with Sagala, et al. (2018) who argued that during a classroom activity in an EFL classroom, students should use English. It can be said that the students of EFL classrooms have to speak full English especially in classroom activity. Moreover, one of the goals in learning is to improve their ability in using target language. Trying to speak more in the target language can help the students have more chances in improving their target language. According to Ansar (2017), mostly the students will try to use the target language but they end up inputting some words from their native language in any elements that they still struggle in the target language. Even though the teacher gives the rules that the students should speak in full English, the students still tend to switch some elements to the native language.

Code-switching is usually in daily conversation when the students speak English with their friends. However, it becomes different when the students of the English department too frequently switch their language during a classroom activity. Based on the researchers observation, the students are too comfortable to do switching during the classroom activity where it will lead to negative effects, the students will face many problems in the future such as at work. When they have to work with a person who doesn't share the same mother tongue where they cannot depend on code-switching since the person they talk to doesn't have the same mother tongue. Based on the case mentioned, the researcher conducted the research in the English Language Education Department of a private university in Yogyakarta. The research study focuses on identifying the types of code-switching used by the student in EFL classroom especially during group discussion and the researcher also wants to explore the reason why the students use code-switching during group discussions.

Code-switching is not only used in daily conversation, but it is also applied in education fields even a language department student cannot avoid. In the case of the students of the English language education department, where they are demanded to speak fully in English but they tend to switch their language during a classroom activity, the students' tend to switch their language from English language to Indonesian language or vice versa. Based on Sagala. et al. (2018), an English language student should use full English during the classroom activities. Based on the above reasons, the researcher is then interested in conducting the research on Code-Switching in Students' Group Discussions in EFL Classroom at a University Level.

Research Questions

1. What are types of code-switching used by the EFL students during group discussion?
2. Why do EFL students use code-switching during group discussion in EFL classroom?

Therefore, the objectives of the research are to identify the types of code-switching used by the EFL students during group discussion, and to explore the reasons why the students use code-switching during group discussion in the EFL classroom.

Code-Switching. Code switching is an activity when a person switches their language in a speech. As stated by Callahan (2004), code switching is a phenomenon that happens during a conversation where there is a switch of words also the structures from a language to another language with the same speech. Not all people can do code switching since they can only do it when they have the knowledge of the language or know more than one language. It is supported by Tyas (2020) who stated that code switching is used among bilingual speech. Bilingualism is the ability of a person to speak more than one language and it is often the concept that relates to code-switching. Lightfoot and Harmer (2004) argued that bilingualism is the place where a person can control the use of the native language and also the target language. It means that they have the ability to speak in their native language and the target language at the same time, and when a person has the ability to speak more than one language, it becomes one factor of the higher chance to do the code-switching. According to Qurniawanty (2018) code-switching is often used by people in their real life interaction.

The utterance of code switching is the phenomenon that usually happens among bilinguals especially in foreign language classroom activity. Li (2008) said that when someone starts to switch their language in the sentences/clauses, it is called code-switching. The occurrence of code switching is used by the bilingual with several concerns such as still lacking in the target language or lacking in the target language vocabulary mastery. There are two types of code-switching. The first one is spoken, which usually occurs when a person switches the language when they speak, and the second one is written, it can occur during a text message, poster, or announcement.

There are some advantages in using code switching. Pratama (2020) found that there are three advantages in using code switching in the classroom activity for the teacher.

To switch the current topic. The first one is used to switch the current topic, in some classrooms, there is an unbalanced level of knowledge between each level of the student. Some of them may have advanced, intermediate, or beginner lower. In this case, it is a bit tricky in delivering different contexts. By using code-switching, the student can be aware of the changing topic. When there is a gap between the learners' level of knowledge, it is also one of the advantages for the lower students because they can catch up with the students' who have the higher knowledge. Puspitawati (2018) stated that in a classroom activity, it is also useful to use code switching where the teacher can facilitate the student's understanding and the learning goals could be achieved. This can be proven that doing code-switching in the classroom process can be a method for the teacher to explain the material to the students. It means that in a classroom activity such as group discussion, code switching is also used to let the students understand the material easier. This statement is also mentioned by Fachriyah (2017) who stated that code switching in EFL classrooms is used to do an interaction in the learning process.

Affective function. This can make the student and teacher feel closer where they have a connection feeling towards each other. Otherwise, having a connecting feeling towards each other can make them enjoy the teaching and learning process (Abigail, 2019). In this case, the teacher and the student have the same mother tongue where they can easily understand each other. Pratama (2020) stated that code-switching can be used as the tool by the teachers so that the students can get involved more easily during the teaching and learning process. When the students enjoy the classroom and feel that there is no gap towards the teacher, it will make them more active to cooperate in the learning process.

Repetition function. It is important when the teacher is trying to explain some topics of the material, they can highlight the important word or important information by switching it to the native language so they will not miss any important information. Pratama (2020) stated that switching the language to explain some parts will let the students' understood more and they will not miss any important things. Eldridge (as cited in Pratama, 2020) found that there are three advantages in using code switching for the EFL students' in the classroom activities.

Equivalence. The student can use code-switching in order to express their actual feeling by switching to their mother tongue in order to give general expression in target language (Pratama, 2020). It can be from target language to mother tongue or from mother tongue to the target language. This is a case when the learners have the same mother tongue, they can easily understand each other. This method also can be an advantage in the use of code switching as where the student can understand both in the words as follows the expressions used when they speak. Some people also tend to look at people's gestures in talking so they can understand them not only from what they speak but also from their gestures.

Floor holding. as Gumperz (2011) asserted, floor holding where the advantage is used to fill the blank spaces in the middle of the conversation. This case also usually happens during classroom activities especially in discussions or presentations where the students have to speak in front of their classmates. In a discussion or presentation, they are usually trembling, which makes them feel nervous. They sometimes stop in the middle of their explanation because they try to find the right words and end up filling the word by switching it to native language or to the target language. Another case is where the students forget the vocabulary when they explain their material.

Crowd control. When a person is able to speak in various languages, it can be an advantage for them to be able to speak and to communicate with people. Pratama (2020) stated that code switching can be used by the EFL learners when their interlocutors might not understand the word. When the student is presenting their arguments or ideas, they can switch some words or sentences to their mother tongue where it will ease the other to understand the material being delivered.

Reasons in Using Code-Switching. There must be a reason why people use code-switching in daily conversation or in the educational field. According to Sert (2005) neither the students know some functions of the code switching nor do they know whether it is beneficial or not. Sert (2005) also stated that there are five reasons the students use code switching.

Equivalence. The first reason the student uses code-switching is equivalence. This happens when the students make use of lexical items in the target language and code switch to their native language. This process can happen if the students lack the target language lexical item. Equivalence functions as a tool for the students to keep the communication even though there are some gaps by replacing words to their native language in the middle of the speech.

Floor-holding. When students use target language during a conversation and the students start to avoid stopgap by with mother tongue use. This can be the case where the students avoid stopping in the middle of the conversation, and it can show that they lack the target language. The students use floor-holding when they are not able to use the appropriate structure or the lexical items of the target language.

Reiteration. It is when the students already deliver their messages, emphasize, and also clarify in one code but still understood. To avoid misunderstanding, the student will repeat it with their native language by giving the meaning of the ideas. Conflict control. The last reason is that the students use code switching to introduce conflict control. For potentially having some conflict with the language used where the students try to avoid some misunderstanding and the code switching intended to transfer the meaning. Moreover, lack of some lexis items among the target language and native language which can lead to violation of the transference of the meaning; it may result in some code switching for the conflict control, and the biggest cases to avoid the misunderstanding.

Types of Code-Switching. There are three types of code-switching. Based on Poplack (2004) the types of code-switching are tag switching, inter-sentential switching, and intra-sentential switching.

Tag switching. It happens when the speakers fill in some tags or short sentences of a language. According to Muhammad (2019), this type of code-switching is the common type of switching usually used since it is minimum syntax restrictions. Tag switching includes idiomatic expressions, pronouns, and filler. For example, when a person is in the middle of a conversation they add some tags in English "You know" "Right" and "I mean" as seen in this example "I don't really trust new people, if you know what I mean" From the example, we can see that it adds some short tags and it's called tag switching.

Inter sentential switching. Involves a switch within a clause or sentence. It is when a clause in one language and the other one in another language. This type of code-switching happens when the speaker switches the language without adding any new information. For example, “Ladies and gentlemen please, be raised, bapak- bapak ibu-ibu dimohon untuk berdiri.”

Intra sentential switching. This type of code-switching happens when the occurrence within the same clause or the sentence which, it was contained the aspect for both languages. This statement also mentioned by Jendra (2010) who stated that intra-sentential switching is a type of code-switching that happens when the speaker switches from one language to another within the word. For example, “why are you always terlihat capek, because you spend a lot of your time main game every day.”

Group Discussion. According to Nussbaum (2003), discussion is an activity that includes several people or a group of people that has roles in it as a moderator and in the group itself they communicate with each other. The meaning of some people doing activities such as expressing their ideas, delivering their arguments, or debating. Group discussion refers to where there is a debate or a topic that is being discussed by a group of people.

Wong (2008) stated that focus group discussion is an activity where there is an interaction with the moderator with the group and group to their group member. It is an activity that focuses on group member interaction. The second one is small group discussion. This is student-centered where they are asked to be more active with higher thinking methods. Mueller and Fleming (2001) stated that small group discussion lets the student be more active by doing an active learning and discourse. Meanwhile, in terms of bilingualism, Lightfoot and Harmer (2004) said that bilingualism is the ability of a person to speak more than one language. To be able to use the language well with no hesitation, bilingual is an aspect that relates to code switching and the speakers can use code-switching.

2. Literature Review

The first research reviewed by the researcher was a research done by Pratama (2020) with the title “EFL students’ Perception towards the use of Code- Switching.” In this research, the researcher focused on identifying the EFL students’ perception on the use of code switching. The first one is about the reasons, also the advantages and the disadvantages in using code switching. This study used a qualitative research study. An interview was applied to find out and get in-depth information based on the student’s point of view. Three students of batch 2015 in a private university in Yogyakarta became the research participants. The findings of this study are that the researcher found three findings. The first one is about the reasons the EFL students use code switching in their communication. Code-switching is used by the students’ for discussing particular topics, to clarify some topics, quoting, expressing solidarity, using interjection, and to fill the gaps. Secondly, the advantages of using code-switching in conversation. The advantages are holding the floor, conflict control, giving affective function, to repeat some information, and to make equivalence. And for the last finding is the disadvantages of using code-switching in conversation. The first disadvantages are that code-switching is not suitable in a multilingual context and used code-switching does not encourage the students to enrich target language.

The second research was done by Choi (2010) with the title “Functions and Reasons for code-switching on Facebook by UTAR English-Mandarin Chinese Bilingual Undergraduate”. The research was conducted to investigate the phenomenon of code switching applied in social media platforms used by bilingual students. The participants of this research were 38 Mandarin Chinese-English bilingual students from the faculty of Arts and Social Science of Tunku Abdul Rahman University in Malaysia. To get the data, the researcher asked the participant’s permission to visit their Facebook pages by looking at the status sharing made by the participants. The finding showed that the majority of the students or 54 out of the 80 of the participants’ statuses posted were written in English with insertion of Mandarin Chinese, while the other around 26 students posted in Mandarin Chinese with the insertion of English.

The last study was conducted by Tanjung (2019) entitled “Teachers’ Perception on Group Formation Method in Group Discussion”. The objectives of the research were to find the formation that usually applied by the teacher in forming the group discussion and the teacher’s consideration in forming the group. Qualitative research design was used in this study. The participants of this study

were three female teachers who had formed a group discussion in their class. The teachers were from one of the universities in Yogyakarta. The instrument of this study was an interview. The researcher provided an interview guideline, a recorder and a paper for note taking. The finding of this research was that the teachers mostly did the random formed group in formatting the group discussion inside their class.

There are similarities and differences between the three prior studies and this study. The similarities are the previous studies and this study investigates the same topic which is about code-switching. Moreover, the type of code-switching is also investigated in the prior research and this study. Besides the similarities, there are differences between this study and the prior research. The prior studies collected the data based on the teacher's perception. However, this study will gather the data based on the students' perception. Another difference is this study will investigate the use of code-switching used orally especially in group discussion, but the prior study investigated code-switching used in social media.

3. Method

The research design used in this study was qualitative research design. The researcher chooses qualitative research design because the researcher explored code-switching based on the participants' point of view. Creswell (2012) stated that the qualitative research method is the best method to find the answer of the phenomenon based on the participants' point of view.

According to Lambert (2012), a descriptive qualitative method has the purpose to collect the data through the participant information. Moreover, by using descriptive qualitative methods, the researcher was able to focus on discovering the nature of the study.

This research was conducted at the English Language Education Department of a private university in Yogyakarta. The researcher chose this department as the place to conduct the research because the students in this department learn English as Foreign Language and it is suitable since the researcher chooses the EFL context. Besides that, based on the researcher's prior observation, EFL students have a higher ability to do code-switching since they can speak more than one language. The other reason was that the researcher studies in Yogyakarta and it was easier for the researcher to take the data there. The researcher collected the data since May 2021 and December 2021. The participants of this research were three active students of the 2017 batch. The researcher used interviews to collect the data because the researcher wanted to get in-depth information from the participants. According to Cohen et al. (2011), by using interviews, the interviewer can dig into in-depth information and complex responses about the topic being discussed. As stated by Turner (2010) Follow-up questions help the researcher to obtain an optimal answer from the participant.

The researcher used semi-structured interviews as a type of interview in this research. This type of interview was suitable because the researcher was able to explore more about the participant responses by using the probe. The researcher asked and dug more about the participant statements related to the research questions. By using this type of interview, it helps the researchers to explore and to identify based on the objective of the research study, and to gain more detail about the information by the follow-up questions. According to Hayati et.al. (2019), Semi-structured interview is more suitable for getting an in-depth interview where the researcher explores more based on the participant's point of view. In the interview section, the researcher asked the participants some questions related to the issues and the problem of the phenomenon that has been discussed. In other words, a semi-structured interview was suited to this study since it helps the researcher to get in-depth data, give follow-up questions by direct conversation.

The data was analyzed through several steps; the very first step was transcribing. Transcribing was an activity where the researchers convert the interview data from an audio form into written data (Cohen et. al., 2011). While writing the data word by word based on the recording, the researcher keeps the participants' privacy by changing their names into pseudonyms. Pratama (2020) stated that pseudonyms are one of the research ethics in doing research. The first participant named Aeryne, the second participant named Violet, the third participant named Sean. After that, the researcher does member checking. In this step, the researcher gives the transcript to the participants and lets the participants re-check their statements during the interview section. They can add more information

there or to clarify some other statement when needed. After the participants check the transcript it can be used to comprehend the information or the statements that would be needed from the transcription to proceed in the following steps.

After transcribing and member checking, the next step is coding. In this research, the researcher chooses to use four steps. Based on Cohen et al. (2011), the four steps in doing coding are open coding, analytic coding, axial coding, and selective coding.

In pursuing the trustworthiness, the researcher used member checking. The first that the researcher showed the result of the transcript to the participants to make sure the data were accurate. As stated by Herdiati (2016) member checking is used to validate the transcription. Moreover, the participants are also allowed to add information or clarification when needed. After the transcript was approved, then the researcher was able to do the coding. Re-check the transcript to reduce mistakes during the transcription was the first step. The last step was cross-check codes. This step was done by comparing the code results from each coder.

4. Findings and Discussion

4.1. Types of Code-switching used by EFL students

The obtained data from the interview that was conducted by the researcher in answering the first research question. The results of the interview bring the information from EFL students which can be obtained from the transcript.

Tag Switching. The finding of this research found that one of the type EFL students used code-switching in the classroom is tag-switching, the EFL students used tag switching by adding some tag or short sentences in their speech. Aeryne stated that she switches her language when she is feeling nervous in front of the classroom and it makes her switch the language more because when she is in that situation she tends to forget what she wants to deliver. As an example from Aeryne "In my opinion ya (Yes!), as an English student of course the use of English language is very important in my daily activity of course. Especially when the learning activity is going on, ya kan (Right!). Mostly I use English gitu (You know!). In daily life, I rarely use English when talking with other people gitu (Like that!). And I am still using Bahasa in my daily conversation". From the example above it can be seen that Aeryne added some short tags using mother tongue in her speech.

It can be concluded that tag-switching is one of the type of code-switching that used by the EFL students during classrooms activity, where the students forget the word in target language and add short tags in their speech and it is called tag switching this finding is supported by Jingxia (2004) stated that tag switching is happened when there is an addition of short sentences or tag in the students mother tongue.

Inter Sentential Switching. The EFL students were using inter-sentential switching while communicating in the classroom. Inter-sentential switching is used when the speaker uses code-switching without adding new information. The finding based on the interview that has been conducted by the researcher shows that the participants use inter-sentential type of code-switching where it happens when the speaker switches their language among the sentences without adding new information to the sentences. As stated by Violeta she used code-switching when she is not sure about the word in the target language. As an example "Thank you for your kind attention, terima kasih atas perhatiannya" She switches the language without adding new information and repeats the words from target language to mother tongue.

From the finding above it is supported by Koban (2013) on his research related to intra and inter sentential switching he stated that the knowledge of a person of both language in grammar or syntactic rules the more chance for the speaker to use both of the language within the sentence or a clause. This statement also mentioned by Herdiati (2016) has stated that inter-sentential switching is a type of code-switching that might rarely be used, since they have to be fluent in both of the languages. There are two opposite findings within this research, but it can be seen that it has two different contexts, which this research is discussing about the EFL students code-switching and her research discussing Teacher-Students communication.

Intra Sentential Switching. Regarding this research finding, the EFL students used intra-sentential switching as the type of code-switching used in the classroom activity. Intra sentential switching is a code-switching that happens by adding short sentences from the native language and switching the language again to the target language. This type of code-switching has the most complex form of switching where it involves the high syntactic risk. As stated by Aeryne she used code-switching when she forgot what to say in the target language instead she used native language. As an example “We would like to tell you about our daily activity starting from me. A day in my life. I started my day wake up at 7 in the morning then I hmm (thinking) habis itu aku beres-beres (After that I clean up) because sebentar lagi aku mau pindahan kost (I will move soon) I have to move to another place so I beres-beres (clean up) from my room. After that I have lunch with Olive chicken.” From the example it shows that Aeryne switches her language by adding some short sentences in from her native language.

The finding of this research was supported by Jendra (2010) stating that Intra sentential switching happens when a word or phrase because of the target language is found within the sentence of the base language. This type of code-switching has the highest risk according to Puspawati (2018) stated that it is the most difficult type of code-switching. Which it’s usually used by multilinguals.

4.2. Reasons in using Code-Switching in EFL Classroom.

Feeling More Comfortable in Using Their Mother Tongue. The first finding of the reason the EFL student used code-switching is because they are feeling more comfortable in using their mother tongue in the classroom. When the students are supposed to use target language in the classroom, they are not feeling secure in using the target language so they switch the language instead. Based on the interview the researcher found that some participants mentioned that they’re much more comfortable in using their native language inside the classroom. Since it is also their native language they don’t have to worry about choosing the appropriate vocabulary. It caused them to be more independent in delivering their ideas among their friends. Since the students and their classmates also share the same mother tongue with their friends it makes them more comfortable in using the native language.

As mentioned by Sean he stated that one of the reasons he used code-switching is because he is more comfortable in using mother tongue in the classroom, as stated that “I prefer mixing my language or switching it to the language that I personally feel comfortable”. Moreover, Violeta also stated that “Sometimes I still think of the appropriate words to use in English (target language), in that case I prefer to use my native language where I don’t have to think about the appropriate words to use because it already builds it in my head.” Then, she added another statement by mentioning “Because me and my friend share the same native language we do code-switching more often.” It was mentioned that the environment in the classroom is affecting the language they speak, since they share the same native language with their classmates it makes it easier to do code-switching. This statement is also mentioned by Aeryne “When a student in my group switches their language in the middle of a discussion (target language to native language), I will naturally follow her by switching my language too”.

Some students are able to deliver the original expression by code-switching when they believe that there are words in the target language that could not replace the original expression as if they express it in their native language or the language they are comfortable with (Pratama, 2020). On the other hand switching the language causes the student freely to deliver their language with their friend during the group discussions activity. The bilingual uses code-switching for the intention they are dealing with, as the influence or describing a moment as desire, able to transfer their personal intention and meanings.

The finding of this research supported by Kim (2006) mentioned that the bilinguals tend to speak differently depending on who and which group identity they are talking with. Moreover, this case happens when the students share their mother tongue, it causes the students to switch to their familiar language during a conversation (Muthusamy, 2009). It is the type of showing their solidarity by using code-switching. It happens when both of the students share the same mother tongue.

Unconsciously they start to use the language based on the interlocutor's language use which is the language they used since they are most comfortable with.

Based on the explanation above, we can see that sharing mother tongue with their classmate became the fundamental reason that the EFL students use code-switching where they are comfortable in using their own native language in context they share the same mother tongue and it makes them use the native language actively. Amorim (2017) stated that when the students share the same native language, the use of the target language is limited because the two languages are being used actively by the learners and it will affect each other. It can be concluded that the students with the same language background will naturally use the familiar language although they are in a situation where they are supposed to speak English or the target language. Eunhee Kim (2006) of her research entitled "Reason and Motivation for code-mixing and code-switching", and she found out that bilinguals tend to speak differently depend on the person and the group they are talking to, as in the example when Korean-English bilinguals talk to a Korean she probably start talking using Korean language.

Furthermore, when they talk with people from English speaking countries they would speak using English. Added by Amorim (2017) stated the society factor that connect them relevantly became the most influential factor which makes the bilinguals' used code-switching. From the passages it concluded that the students with the same language background will speak in their native language even though they are demanded to speak English.

Lacking of Target Language Proficiency. The other reason EFL students' use code switching in EFL classrooms is because they still lack target language proficiency. It was perceived by Sean as he mentioned that he used code-switching when he is not sure the appropriate vocabulary in the target language so he switch the language, as stated that "Normally I was afraid to use the wrong vocabulary (of target language) so, I switch my language to Bahasa Indonesia (native language)". He believes that code-switching could provide them an effective way in gaining confidence to deliver the message thoroughly without worrying about the chosen word of the target language. Violeta also stated that she used code-switching when she is not sure to find the right vocabulary in the target language, as mentioned "When I speak I used to think the vocabulary that I am going to use, and if I am not sure of the vocabulary I will switch from English to Bahasa (native language)".

This finding of the research study is in line with the finding of Bista (2010) he found that the fundamental factor the students used code-switching because they were still lacking in the target language proficiency of the target language. And they try to overcome those situations by code-switching when they talk or presenting their ideas.. Furthermore, the finding of this research also supported by Amorim (2017) as stated that bilinguals tend to switch languages when they cannot find the appropriate word. Some obstacles the bilingual has to face during the teaching and learning process is when they forget the words they wanted to deliver in the target language. In the middle of conversation among their friends during group discussion or presentation, by any chance they switch to Indonesian language because they still lack the target language vocabulary mastery. This is in line with Ríos and Campos (2013) argue that when the students still lack in the target language mastery they will do code-switching. Communication strategies among bilinguals is crucial, able to have a good and smooth relationship with the society by using appropriate choices of language.

Holding the Floor. The last finding of the reason the EFL students' use code-switching in the classroom is because they were in a situation when they forget the information in target language and in order to overcome those situations the student used code-switching in order to keep the conversation going on. This statement was mentioned by two participants. The first one is Sean. He believes that by using code-switching he is able to overcome a problem where he used to forget some words instead of staying quiet. He tries to fill in the gap by switching his language. Sean stated that "In a situation when I speak and I forget the language I will immediately switch my language. It is better than having to stop and look like a fool so, without any further do I will just switch my language".

Besides that, the other participant also mentioned that she will immediately switch her language when she forgot what to deliver as stated by Aeryne "When I have to deliver my argument and suddenly I forgot what I have to say rather than I stood up without say anything I will switch my

language to Bahasa Indonesia in no time”. Aeryne believes that by using code-switching she can keep the conversation going when in a situation she forgets the information she wants to deliver in the target language.

In order to keep the conversation going the speakers used code-switching because they missed some information to deliver in the target language (Pratama, 2020). He suggests code-switching as the tools for the students when they are in a situation to avoid the distraction of forgetting some words or sentences while speaking the target language. The students used code-switching in a situation where she wants to speak fluently also to fill the blank or gaps of communication as cited by Pratama (2020).

This researcher sees this is as the reason that usually happens during a learning process that might be faced by most of the language learner, but this behavior may cause bigger problem in the learning process for the students itself where it was mentioned by Sert (2005) stated that when they forget the target language vocabulary they cannot look back the appropriate language structure. Code-switching has the same problem as lacking in the target language fluency which it might have negative impact on the learning process and can cause them to lose their target language fluency in long term, this is diverse then the finding of Pratama (2020) as stated that floor holding can be used to speak the target language more fluently and be seen as the advantages of code-switching itself. It may be the strategy for the students to always avoid that they were still lack in the target language fluency and can be the problem when they have to face the real world such as when they have a conversation with the native speakers since the native speaker do not have the knowledge of understanding the EFL student’s mother tongue.

5. Conclusion

This study concludes that there are three types of code-switching used, the first one tag switching as the type of code-switching used by adding some short tags at the beginning or end of the sentences, inter-sentential switching as the type of code-switching when the students’ used both of the language actively without adding new information when they switch the language, and intra-sentential switching as the type they usually used when they forget a word from the target language.

Further, the reasons that the students did code-switching in the EFL classroom during group discussion are feeling more comfortable in using their mother tongue, lacking of target language proficiency, and avoiding gap in their speech.

6. Recommendation

The teacher can comprehend the EFL students' reasons in doing code-switching inside the classroom and know the type of code-switching that is usually used by the EFL students. Furthermore, by understanding the EFL point of view in the use of code-switching, hopefully this finding can contribute with the teacher in creating the teaching strategies that are more effective for the students in order to minimize the use of code-switching in the EFL classroom.

The researcher recommends for the EFL students’ be more aware about the use of code-switching. Knowing the right timing when to use code-switching, the researcher recommends the student to read and comprehend this research so they know more about the reasons why other language learners do code-switching in the learning process. Moreover, the students also can have the new information about the use of code-switching by the other EFL students and they know how to make their own learning strategy to overcome the same cases.

Acknowledgement

The successful completion of this research project would not have been possible without the invaluable contributions and support from various individuals and groups. We would like to extend our sincere gratitude to the students and lecturers of the English Language Education Department at Universitas Muhammadiyah Yogyakarta for their insightful suggestions and unwavering support throughout the research process. Your expertise and feedback significantly enriched the quality of this work. Furthermore, we would also like to express heartfelt appreciation to all the participants who have devoted your time and shared your valuable insights. Without your active involvement, this research would not have been feasible.

Declarations

- Author contribution** : We are responsible for the entire research project, from initiating the ideas to revising the manuscript.
- Funding statement** : No funding is available for this research.
- Conflict of interest** : We declare that we have no competing interests.
- Ethics Declaration** : We as author acknowledge that this work has been written based on ethical research that conforms to the regulations of our university and that we have obtained permission from the relevant institutes when collecting data. We support TEFL Journal in maintaining high standards of personal conduct and practicing honesty in all our professional practices and endeavors.
- Additional information** : No additional information is available for this paper.

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