



An Analysis on Code Switching in Online EFL Classroom Interactions

Analisis Alih Kode Dalam Interaksi Kelas Daring Bahasa Inggris

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ABSTRAK

The aim of this research is to find out (1) the types of code switching used by the lecturer in online EFL classroom interactions (2) the functions of code switching used by the lecturer in online EFL classroom interactions (3) the students' perception towards the use of code switching in online EFL classroom interactions. This research applied case study design. The subject of the research were one English lecturer and the 6th semester students of Business English Communication, Universitas Negeri Makassar. The data was collected through observation and interview. Observation was conducted in five meetings from different class and time. The data of observation was used to find out the types and the functions of code switching used by the lecturer. Interview was used to get data about students' perception towards the use of code switching. The result of this research showed that there were three types of code switching used by the lecturer, namely: tag switching, inter-sentential switching and intra-sentential switching. From three types of code switching, the dominant type of code switching used by the lecturer was intra-sentential switching, while tag switching and inter-sentential switching were less used compared to the three types of code switching.

Keywords: code switching, bilingual, EFL class, interaction

ABSTRACT

Penelitian ini bertujuan untuk menemukan (1) tipe-tipe alih kode yang digunakan oleh dosen dalam interaksi kelas daring bahasa Inggris (2) fungsi-fungsi alih kode yang digunakan oleh dosen dalam interaksi kelas daring bahasa Inggris (3) persepsi mahasiswa tentang penggunaan alih kode dalam interaksi kelas daring bahasa Inggris. Penelitian ini menerapkan desain studi kasus. Subjek penelitian ini adalah seorang dosen bahasa Inggris dan mahasiswa-mahasiswi semester 6 program studi Bahasa Inggris D4/Business English Communication di Universitas Negeri Makassar. Data dikumpulkan melalui pengamatan dan wawancara. Pengamatan dilakukan dalam lima pertemuan dari waktu dan kelas yang berbeda. Data dari pengamatan digunakan untuk menemukan tipe-tipe dan fungsi-fungsi alih kode yang digunakan oleh dosen. Wawancara digunakan untuk mendapatkan data tentang tanggapan siswa mengenai penggunaan alih kode dalam interaksi kelas bahasa Inggris. Hasil dari penelitian menunjukkan bahwa ada tiga tipe alih kode yang digunakan dosen dalam interaksi kelas bahasa Inggris yaitu tag switching, inter-sentential switching dan intra-sentential switching. Tipe alih kode yang paling banyak digunakan oleh dosen adalah intra-sentential switching, sedangkan tag switching dan inter-sentential switching kurang digunakan.

Kata Kunci : alih kode, dwibahasa, kelas EFL, interaksi

1) INTRODUCTION

In Indonesia, English is regarded as a foreign language that has been a compulsory subject at Elementary School, Junior High School, Senior High School as well as in University. In the bilingual classes or EFL classrooms, lecturers and students sometimes switch the language from English to Indonesian or vice versa in teaching and learning activities. This is called as code switching. Code switching usually occurs in a bilingual or multilingual community as a strategy in communication. Broadly defined, code switching is the ability on the part of bilinguals to alternate effortlessly between their two languages (Bullock and Toribio, 2009).

Code switching is common practiced by the bilingual society as well as the students who are learning the foreign language from their surroundings. Code switching could be allowed and used such the way to enrich the skill of communication. According to Skiba (1997), code or language switching occurs when an individual who is bilingual alternates between two languages during his/her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to varying extents, in a second language.

Wardhaugh (2006) said that the phenomenon of code switching is found in bilingual or multilingual society, because they are usually required to select a particular code whenever they choose to speak, and they may also switch from one language to another language. Thus, it is feasible to conduct a study on code switching by involving the members of the bilingual or multilingual society who are supposed to switch the language. Indonesian people who live in a bilingual or even multilingual society enable to switch code in daily communication, like at school, university, and other public educational places.

The multilingual society in Universitas Negeri Makassar generally practices code switching to conceal their second or foreign language deficiency and to express their attitude and feeling toward the

interlocutor, these intentions could appear in the EFL classroom too. Based on preliminary observations on lecturers and students at Universitas Negeri Makassar, most of them exchanged languages when delivering material in the teaching and learning process. Considering the phenomenon previously, the researcher was inspired to investigate and analyze code switching as one of the teaching and learning strategies in EFL classroom at Universitas Negeri Makassar. Thus, the researcher would conduct the research under the title: **"An Analysis on Code Switching in Online EFL Classroom Interactions"**.

2) LITERATURE REVIEW

2.1. Pertinent Ideas

1) The Concept of Classroom interaction

In general, research on classroom social interaction is said to have started in the 1950s and 1960s (Flanders, 1970 in Kumpulainen and Wray, 2002). During its early stages, educationally oriented classroom interaction research focused primarily on whole-class interactions between the lecturer and students. According to Cazden (1986) in Kumpulainen and Wray (2002), a common classroom interaction pattern is the Initiation–Response–Feedback/Evaluation (IRF/E) sequence. The lecturer initiates the discussion by posing questions during this interaction sequence, during which the lecturer frequently tightly controls the structure and content of classroom interaction. The lecturer concludes the interaction sequence by providing feedback on the student's response after the student has responded to the question.

Palincsar and Brown (1984) established a reciprocal teaching instructional technique based on these concepts of learning and teaching, in which students are scaffold in classroom interaction toward enhanced reading comprehension. Reciprocal teaching is supported by four tangible tactics connected to text comprehension: questioning, clarifying, summarizing, and predicting. It is realized in social contact between the lecturer and students within the context of a small-group activity. The lecturer and students share the

knowledge and responsibility for guiding the conversation on the contents of the portions of text that they are jointly attempting to grasp in the continuing interaction. The lecturer provides advice and feedback as the group discussion progresses, based on the various requirements of the participants. When students are more comfortable participating in and leading discussions, the repeating framework is gradually abandoned, and students are given practice in more complex argument structures (Brown and Palincsar, 1989). In line with Rosenshine and Meister (1994), Reciprocal teaching's potential has been intensively investigated in classroom teaching and learning in a variety of settings. It is also a part of Brown and Campione's (1990) concept of "guided discovery in a community of learners" which aims to improve socially shared knowledge in the classroom.

Another method that appeared to be important in community building and scaffolding the students' reasoning processes was the lecturer's appreciative mode of participation. Throughout the study, the lecturer's appreciation for the students' initiations, ideas, and approaches was reflected in his participation in communal inquiry. Another interesting aspect of the lecturer's sensitivity to the students was that he paced the tempo of interaction based on the needs of the students. Furthermore, the lecturer's participation signaled to the classroom community that he also felt he could learn from the ongoing discussion. By doing so, the lecturer made it clear that he valued and enjoyed being a part of the classroom community.

Based on the definition above, the researcher concludes that classroom interaction is an activity where the interaction is carried out between lecturer and students in the teaching and learning process, where the lecturer controls the structure and content of classroom interactions. Furthermore, there is a response and feedback between the lecturer and students during the interaction in the classroom.

2) The Concept of Conversation Analysis

Conversation analysis is a method for studying talk-in-interaction that arose from Harold Garfinkel's ethnomethodological tradition in sociology (1964, 1967, 1988). Talk-in-interaction refers to various types of talk and their accompanying body language that occur in everyday life in settings ranging from casual to institutional. Meanwhile, ethnomethodology is a field of sociology that studies the common-sense resources, practices, and procedures that members of a society use to create and recognize mutually intelligible objects, events, and courses of action. The core focus of ethnomethodology is small-scale social order as seen through members of society's common social knowledge of the forces that influence how individuals interpret the situations and messages they encounter in their social world. Garfinkel's goal was to investigate the social structure of everyday lived experience and to gain a better understanding of "how the structures of everyday activities are ordinarily and routinely produced and maintained" (Garfinkel, 1967).

Garfinkel and Goffman's work provided impetus for the development of conversation analysis by establishing a concern for investigating the orderliness of everyday life, which was taken up by Harvey Sacks in his conversation lectures beginning in the early 1960s. Sacks developed an approach to the study of social action in these lectures that sought to investigate social order as it was produced through everyday talk practices. By the late 1960s and early 1970s, through the work of Harvey Sacks and his colleagues Emmanuel A. Schegloff and Gail Jefferson, conversation analysis began to emerge from sociology as a separate field of study aimed at understanding the organizational structure of speech, and it has influenced a number of social science disciplines concerned with human communication (Lerner, 2004). Conversation analysis drew from ethnomethodology a concern for understanding how order was achieved in social interaction, and empirically based methodology based on micro-analytic studies (Clayman and Maynard, 1995).

Sacks' approach to the study of conversation is distinguished by a view of talk as an activity in which speakers accomplish tasks in interaction. As a result, talk can be used strategically to achieve communicative goals. This strategic use of talk, according to Sacks, is not a set of rules or recipes by which actions are carried out, but rather the production of interactional effects achieved through the use of talk in a specific context. Conversation was orderly for Sacks, and this order was visible at all times. The orderly nature of conversation stems from the observable achievement of the same outcome using similar methods in similar contexts. Conversation is then realized through sets of practices that speakers can employ in order to carry out specific actions in specific contexts and that will be recognized as carrying out the appropriate action by other participants (Liddicoat, 2007)

3) The Concept of Code switching

a. Definition of Code switching

During the last twenty years, we have experienced a sharp rise of scientific interest in phenomena of bilingual speech, and in particular, in code switching. Code switching used to be a matter for a few specialists in the 1950s and 1960s, of peripheral importance for linguistics as a whole (Auer, 1998). Within this now vast field, the present volume is devoted to the study of code switching as part of a verbal action; as such, code switching has and creates communicative and social meaning, and is in need of an interpretation by co-participants as well as analysts. Gibbons (1987) in Giles and Ogay (2007) defined that code switching is a subfield of bilingualism research which itself can be further divided into various branches, depending on the core questions of the investigation. One of the oldest branches has developed within the field of sociolinguistics. Here, the main questions pursued concern the social factors which influence, facilitate, or prohibit the use of more than one language within specific speaker groups. It also investigates the reasons why speakers use one or another language in a specific situation or context (Auer, 1998).

Bullock and Toribio (2009) defined code switching as the ability on the part of bilinguals to alternate

effortlessly between their two languages. In line with Chloros (2009), she stated that code switching is such varied combinations of two or more linguistic varieties occur in countless bilingual societies and communities. It refers to the use of several languages or dialects in the same conversation or sentence by bilingual people. It affects practically everyone who is in contact with more than one language or dialect, to a greater or lesser extent. Desliyanah (2021) also acknowledged that code switching itself can happen in conversation when one speaker uses one language and the other speaker answers it in a different language. Additionally, it can be defined that code switching refers to the alternate use of two or more languages by bilinguals or multilingual in a conversation. Code switching requires the speakers to know at least two or more varieties of language. Based on these definitions, code switching occurs only among people who have mastered two or more different languages and have practiced using these languages in communication.

b. Types of Code switching

Several linguists have discussed various types of code switching. Poplack (1980) defines the various types of code switching as follows:

Tag switching This type of code switching involves the insertion of tag. Tag switching is simply insertion a tag in one language into an entirely in the other language utterance, for example, you know, I mean, right? Due to the syntactic nature of tags, they can be inserted in a variety of places within an utterance without disrupting the syntactic order. Because there is a low risk of grammatical rule violations, this type of code switching is very simple and does not require a strong command of both languages. The example below is in Finnish/English: *Mutta en mava vittinyt, no way!* (*But I'm not bothered, no way!*) (Poplack, Wheeler, and Westwood, 1987)

Inter-sentential switching occurs when a switch is made at a clause or sentence boundary, where each clause or sentence is in one of two languages. It could also happen between speaker turns. Inter-sentential switching requires more fluency in both languages

than tag switching because major portions of the utterance must conform to the rules of both languages. An example is taken from Puerto Rican bilingual Spanish/English speech given by Poplack (1980):

Sometimes I'll start a sentence in English y termino in espanol.

(Sometimes I'll start a sentence in English and finish it in Spanish.)

Intra-sentential switching is switching that occurs within the same clause or sentence, which contains elements from both languages. This type of switching appears to involve special principles governing how the syntax and morphology of both languages interact, and it is thus only used by bilinguals with high levels of fluency. Poplack's Tok-Pisin/English speech contains an example of intra-sentential switching (1980):

What's so funny? Come be good. Otherwise, yu bai go long kot.

(What's so funny? Come be good. Otherwise, you will go to the court.)

c. Functions of Code switching

The functions of code switching are also described by Harmilawati (2016) in her research based on Baker's theory (2001) as follows:

To emphasize the important point One reason why someone switches his language is for stressing one important point, for example in teaching pronunciation practice. It occurs when the lecturer want or sees a need to explain how to pronounce English words. This function takes place when the lecturer correct the students' pronunciation.

To reinforce a request Code switching is sometimes used to reinforce a request. In this case, the lecturer switched his code to make instruction comprehensible for the students; he switched the language from English to Indonesian, for example, by saying *"Stand up please! Berdiri!"*. Thus, the student was expected to be able to understand the instruction better, and then the student was also expected to be able to do the instruction correctly.

Ease of expression The function of code switching is to make someone easy to express their feelings. For example, the lecturer switches his language to express his anger to the students *"Have you another question? Sudah dicatat pertanyaannya? Hello!"*. It can be seen that the lecturer employed code switching by using the word "hello" after his Indonesian utterance. The lecturer wanted to ask the students whether the question is already noticed or not. The word "hello" was an English interjection. It is used by the lecturer to get the students attention by expressed his tension.

Change of attitude relationship In teaching and learning process, the lecturer usually gives comment to the students. When giving a comment to the bilingual students, sometimes the lecturer show up his identity to make a relax circumstance in the classroom by using local language.

Checking for students' understanding Another function of code switching out of the Baker's theory that Harmilawati (2016) found is to check the students' understanding. In questioning and answering section on the students' group presentation, the lecturer should make sure that all students know all the word in that activity. If there are new words or unknown words, the lecturer can ask the students what he means. The lecturer sometimes needs to check the students' understanding in order to determine how far the students have comprehended from the material.

Lapses are instances where the lecturer is speaking Indonesian but says a word or a couple of words in English. These English words can be spoken almost accidentally or not purely accidental but the lecturer partly knows he is using English.

Self-correction The function of self-correction in code switching is quite common in EFL classroom. The lecturers employ self-correction in their utterance by beginning it in target language (TL) but inserting one word or a couple of words in first language (L1) in the middle of the utterance. When self-correction occurs, a lecturer is usually producing a sentence and when he realize that a mistake has occurred in his sentence, he

corrected it by inserting a L1 word and then continuing in the TL, but now with a more correct answer.

d. Code switching in EFL Classroom

According to Franceschini (1998), code switching occurs in situations where the speaker can speak in two or more languages. This is evident in Indonesia, which has a diverse range of languages. The appearance of code switching in the EFL classroom differs from that of bilinguals who are used to switching code in communicative dialogues, because these speakers use code switching on a more regular basis because they are often members of multicultural communities, and thus code switching comes more naturally to them (Valdes-Fallis, 1978).

Code switching is inextricably linked to speech situations and the interpersonal relationships that influence them (Halmari, 2004). Dealing with code switching between bilinguals in a social setting is far more difficult than dealing with code switching in the EFL classroom. This is due to the fact that the student's role in the EFL classroom is to use the target language (Simon, 2001). The most common reason for students to switch to their native language during foreign language studies is that their mastery of the foreign language does not match that of their native language or that of their lecturer's mastery of the foreign language. When the linguistic level in the classroom exceeds the learner's competence, switching back to the native language provides the learner with a natural opportunity to retreat to a secure zone of language use (Simon, 2001). Therefore, code switching is one of techniques that can be used by lecturer during classroom interaction to make students easier to understand the teaching and also to make the classroom interaction more active (Arifin, 2017)

4) Zoom Virtual Meeting Application

Zoom Video Communications or commonly shortened to Zoom is one of the most popular virtual meeting applications in the midst of the Covid-19 pandemic that is currently sweeping the world. This application has been used to replace the traditional classroom and transform it into a virtual one. With the disruption of

traditional teaching, it has become its own university, hosting classes and converting thousands of classrooms into pandemic safe zones. Despite Zoom's meteoric rise, many people are unaware of its history, the reasons it was created, and the issues that have arisen as a result of its fame.

3. RESEARCH METHOD

3.1. Research Design

This research is under the design of qualitative approach. It applies the conversation analysis method which analyzes the conversations between lecturer-students during the teaching and learning process in EFL classrooms. As Sacks (1992) cited in Bloor & Wood (2006) stated that the conversation analysis is a specific method of analyzing qualitative data. Specifically, this research focuses on identify the types of code switching, the functions of code switching, and students' perception towards the use of code switching in EFL classroom interactions.

According to Creswell (1994) in Williams (2007) qualitative research is a holistic approach that involves discovery. Qualitative research is also defined as an unfolding model that takes place in a natural setting and allows the researcher to develop a level of detail from close involvement in the actual experiences. As a result, this research is based on a qualitative design which employs a descriptive method.

In this research, the data gained are the utterances of the lecturer within the classroom interaction that take the form of words and sentences rather than numbers. Therefore, the researcher explores the code switching used by the lecturer in classroom interaction, examine what are the types of code switching uttered, what are the functions of code switching, and also find out when and why the students use code switching. The explanation of the research results are made in the form of descriptive, so that the readers get complete information.

3.2. Research Participants

This research investigated the lecturer and undergraduate program students in Business English Communication at Universitas Negeri Makassar in the academic year of 2021/2022. The participants were selected using purposive sampling. This sampling strategy made the researcher select the number of subjects (Mills and Gay, 2019).

The lecturer who was the subject of this research is a non-native speaker of English. The lecturer is a qualified and certified lecturer who has been in the field of education for years so that, she has a lot of experience and qualifications in teaching. The lecturer is currently teaching in the undergraduate Program of Business English Communication Department at Universitas Negeri Makassar.

Meanwhile, the students who participated were also non-native speakers of English. The participants are students from the undergraduate Program of Business English Communication Department at Universitas Negeri Makassar in the academic year 2021/2022 that have different cultural and educational backgrounds. Furthermore, the researcher focused on students who were actively speaking in class during discussions to find out whether these students used code switching when speaking and determined the type of code switching used based on Poplack's (1980) theory.

3.3. Research Instruments

Considering that there is currently a Covid-19 pandemic, so to prevent the transmission and development of the corona virus in the community, several activities including the teaching and learning process are carried out online, as well as at Universitas Negeri Makassar. Therefore, in this research, the data was taken from the lecturer-students conversation during the teaching and learning process in online EFL classroom. The researcher conducted a direct observation using screen-recording through Zoom application and interview questions.

1) Observation Using Recording

One of the primary research tools in qualitative research is observation. In this research, the whole data was collected in an online classroom observation. The researcher observed the use of code switching in online EFL classroom during teaching and learning process. The goal of observation is to understand complex interactions in a natural setting. In this research, the researcher directly observed the lecturer's and students' conversations during teaching and learning process. The observation was carried out using screen-recording from Zoom Application.

As the classroom interactions flowed quickly, screen-recording was needed to help capturing lecturer's and student's interactions in online EFL classroom.

2) Interview Questions

In all forms of qualitative research, occasionally all data are collected through interviews. Hancock (2009) in Nurliana (2018) stated that the common form of interview is semi-structured interview which involve a number of open-ended questions based on the topic areas that the researcher wants to cover. In this research, the data was collected by interviewing the main source of the data: students.

The interview questions are about the use of code switching in online EFL classroom during teaching and learning process. In addition, some questions aimed to obtain the information about the perceptions of the informant used the utterances of code switching during interaction in EFL classroom.

3.4. Data Collection

In this research, the data were taken from the lecturer-students and student-student conversation during the teaching and learning in online EFL classroom. In collecting the data, some gradual and procedural activities were conducted by the researcher. The researcher conducted an observation using screen-recording and interviewed the students.

1) Procedures of Observation Data Collection

There are some steps in the observation data collection as in the following:

- a. The researcher asked for permission to join the lecturer's class.
- b. The researcher joined the class meeting and recorded the entire lecturer's and students' conversations during the teaching and learning process using screen-recording from Zoom application.
- c. The researcher watched and listened the teaching and learning process without taking active participation in online EFL classroom interaction. So, there is no certain or control condition made by the researcher.
- d. The researcher made notes about the situation in the teaching and learning process in online EFL classroom interaction to support the research.
- e. The researcher transcribed the recorded data. The researcher listened to the recording several times to check the accuracy of the data by replaying the recording.
- f. The researcher selected the data from the transcription of utterances from the lecturer and students' conversation which use code switching. After that, the researcher listed the utterances based on the types and functions of code switching.

2) Procedures of Interview Data Collection

After recording and analyzing the data, the researcher interviewed the students. Some steps in the interview data collection are as follows:

- a. The researcher made questions about their interaction with their lecturers and their classmates, their learning activities, and the use of code switching.
- b. The researcher interviewed five students who were selected as respondents by sending an interview form through the link of *Google Forms*.

3.5. Data Analysis

The analysis of data in this research involved summarizing the mass of data collected. Miles and Huberman (1994) give description about the analysis data in the research of descriptive qualitative. It is explained in the flow model. They define analysis as consisting of three concurrent flows activity: data reduction, data display, and conclusion drawing/verification. Miles and Huberman (1994) stated the comments about those components as follows:

1) Data Reduction

Data reduction is the first step in analyzing the data. According to Miles and Huberman (1994), the data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. By reducing, it makes the data more powerful. Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.

In this section, the appropriate and significant data from recording and the document of interview are selected and become the need data used by the researcher. Then, the inappropriate data is condensed. Finally, the main data of this research are the types of code switching, functions of code switching and students' perceptions towards the use of code switching in online EFL classroom interactions.

2) Data Display

The second flow model of the activity of data analysis is data display. A display is an organized, compressed assembly of information that permits conclusion drawing and action. By looking at display, it helps to understand what is happening and to do something either analyzes further or take action based on that understand (Miles and Huberman, 1994). In this step, the researcher conducted a technique of coding as the way in analyzing this research. The researcher assigned code of each datum based on the order of datum number and the use of code switching as a coding technique.

In this section, the whole information that appropriated with the problem statement were arranged to build the description about the use of code switching during teaching and learning process in online EFL classroom interactions. In which, it focuses on analysis the types, functions, and perceptions of code switching are used in online EFL classroom interaction.

3) Conclusion Drawing and Verification

The third section of the analysis activity is the conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. According to Miles and Huberman (1994), final findings shall not appear until evidence is gathered according to the size of the corpus of field notes; methods of coding, storage and retrieval used; the researcher's sophistication; and any time periods that are required to be met.

In this step, the researcher concluded the data based on the analysis of code switching theory. It focuses on analysis the types, functions and perceptions of code switching are used in online EFL classroom interactions.

4. FINDING AND DISCUSSION

4.1. Findings

The findings consist of the data obtained through classroom observation using screen recording by Zoom application, field note, and interview. The findings of this research are classified into three parts which are: 1) types of code switching used by the lecturer in online EFL classroom interactions, 2) functions of code switching used by the lecturer in online EFL classroom interactions, and 3) students' perception towards the use of code switching in Online EFL classroom interactions.

1) The Types of Code switching Used by the Lecturer in Online EFL Classroom Interactions

The data obtained from the recording were transcribed and analyzed based on the theory of code switching according to Poplack (1980). The researcher discovered several types of code switching in classroom interactions, particularly in discussions from two classes, namely Interactional and Transactional Communication in the second, third, and sixth meetings and English for Hotel and Restaurant in the ninth and tenth meetings. Those types of code switching used by the lecturer were described as follows:

The researcher discovered tag switching as the first type of code switching in the presented data. As mentioned in chapter two that tag switching occurs when a bilingual inserts short words or tags from different English at the end of the speaker's utterances. Tag switching involves interjections, fillers tags, and idiomatic expressions. It can be seen from the following extracts:

Extract 1

L: Coba selain kata, apa lagi dalam penggunaan bahasa Inggris misalnya ada apa? **Phrases, ya?**

(Besides words, what else in the use of English, for example what it is? Phrases, right?)

Extract 1 shows that the lecturer used tag switching. In utterance "*Coba selain kata, apa lagi dalam penggunaan bahasa Inggris misalnya ada apa? Phrases, ya?*" the lecturer asked the students about the use of English used Indonesian. However, she switched the language to English and inserted a tag at the end of her speech. The word "*ya*" in this case is a discourse marker and it is categorized as a tag switching.

The second type of code switching that the researcher discovered in the presented data was inter-sentential switching. Inter-sentential switching is defined as the switch between sentence boundaries in which one sentence is in Indonesian and the other is in English. It can be seen from the following extracts:

Extract 7

L: Can you recall the last material? **Ada yang bisa sebut? Hello, anyone? Ini coba.**

(Can you recall the last material? Can anyone mention it? Hello, anyone? Try it)

Extract 7 shows that the lecturer used inter-sentential switching. In utterance "*Can you recall the last material? Ada yang bisa sebut? Hello, anyone? Ini coba*", the lecturer gave instructions to students to recall and explain the material. The utterance was classified as inter-sentential switching because the lecturer used two different languages between sentences; Indonesian in one sentence and English in others.

Intra-sentential switching was the third types of code switching found by the researcher in presented data. Intra-sentential switching also known as code mixing (CM) is the shift words or phrases of Indonesian in English. It can be seen from the following extracts:

Extract 13

L: **Dicross-check** juga ini e-booknya. Jadi, saya kasih **clue**, kode-kode verbal ada?

(Also cross-check the e-book. So, I give a clue, what are the verbal codes?)

Extract 13 shows that the lecturer used intra-sentential switching. In utterance "*Dicross-check juga ini e-booknya. Jadi, saya kasih clue, kode-kode verbal ada?*", the lecturer instructed students to cross-check the material and answer the question about kinds of verbal codes. It can be seen that the lecturer used Indonesian and she switched a few words to English.

2) The Functions of Code switching Used by the Lecturer in Online EFL Classroom Interactions

The data had shown that there were five functions of code switching found by the researcher during the discussion process in the first to the fifth meeting. Those are to emphasize the important point, to reinforce a request, to ease of expression, checking for students' understanding, and lapses. In this instance, the researcher would like to offer the following description of the sample examined:

The researcher discovered emphasize the important point as the first function of code switching in the presented data. As mentioned in chapter two that one

reason someone might switches his/her language is to emphasize a particularly important point. For example, he speaks Indonesian, then in his talk, he thinks anything is very important, sometimes he change his language to English to show his interlocutor the important point in the new language he use. It can be seen from the following extracts:

Extract 21

L: The points or here that you can underlined about the distinction of interactional and transactional is all about **the meaning, ya? Jadi, arti yang tersampaikan atau arti yang ditangkap**.

(The points or here that you can underlined about the distinction of interactional and transactional is all about the meaning, right? So, the meaning conveyed or the meaning captured)

Extract 21 shows that the lecturer used the function of code switching; emphasize the important point. In this case, the lecturer explained the material using English in utterance "*The points or here that you can underlined about the distinction of interactional and transactional is all about the meaning, ya?*" (**Tag switching**), and she switched the language to Indonesian by saying "*Jadi, arti yang tersampaikan atau arti yang ditangkap*". Based on this situation, the lecturer switched the language from English to Indonesian to emphasize the important point of the material. This function is so that students can understand the points of the material emphasized in Indonesian.

The second function of code switching that the researcher discovered in the presented data was to reinforce a request. Reinforce a request is used to make instruction comprehensible for the interlocutor by switching his/her language. Therefore, the interlocutor was expected to able to understand the instruction better and they were also expected to be able do the instruction correctly. Besides that, reinforce a request also can clarify a point. It can be seen from the following extracts:

Extract 24

L: Gesture itu mungkin khusus untuk gerakan badan saja, tetapi berbeda dengan **hands movement, gerakan tangan**.

(Gestures may be specific to body movements only, but that is different from hand movements)

Extract 24 shows that the lecturer used function of code switching to reinforce a request. In utterance "*Gesture itu mungkin khusus untuk gerakan badan saja, tetapi berbeda dengan hands movement, gerakan tangan*" (**Intra-sentential switching**), the lecturer explained about intercultural communication and she switched her language from English to Indonesian to make instruction comprehensible for the students.

The third function of code switching that the researcher discovered in the presented data was to ease of expression. The function of this code switching is to make someone easy to express their feelings. Likewise, if the discussion becomes tense, the use of a second languages may signal a change in the tune being played. It can be seen from the following extract:

Extract 27

L: Can you recall the last material? Ada yang bisa sebut? **Hello!** Anyone?

(Can you recall the last material? Can anyone mention (the material)? Hello! Anyone?)

Extract 27 shows that the lecturer used function of code switching to ease of expression. In utterance "*Can you recall the last material? Ada yang bisa sebut? Hello! Anyone?*" (**Inter-sentential switching**), the lecturer asked the students if they still understood the material that had been studied last week by using the word "**hello!**" after her Indonesian utterance. The word "**hello!**" was an English interjection. It is used by the lecturer to get the students attention by expressed her tension.

The fourth function of code switching that the researcher discovered in the presented data was to checking for students' understanding. In questioning and answering section on the discussion, the lecturer should make sure that all students know all the word in that activity. If there are new words or unknown

words, the lecturer can ask the students what he means. The lecturer sometimes needs to check the students' understanding in order to determine how far the students have comprehended from the material. It can be seen from the following extract:

Extract 28

L: Ayo, kelas kata itu apa-apa saja? Ada kata, **apa itu noun? Noun itu apa?**

(Come on, what are the word classes? There is a word, what is noun? What is noun?)

Extract 28 shows that the lecturer used function of code switching to checking for students' understanding. In utterance "*Ayo, kelas kata itu apa-apa saja? Ada kata, apa itu noun? Noun itu apa?*" (**Intra-sentential switching**), the lecturer asked the students about the material. She switched her language from Indonesian when she said "*Ada kata, apa itu*" to English for the word "**noun**" and continued by saying "**Noun itu apa?**" from English to Indonesian when she wanted to ask the students about the Indonesian of the "**noun**". The function of code switching here is checking for students' understanding. By switching to English, she let the students participate more actively.

Lapses was the last function of code switching found by the researcher in presented data. Lapses are instances where someone is speaking in one language but says a word or a couple of words in another language. These words can be spoken almost accidentally or not purely accidental but he/she partly knows he/she is using another language. It can be seen from the following extracts:

L: Coba dicross-check dulu itu.

(Try cross-checking it first)

Extract 29 shows that the lecturer used function of code switching to lapses. In utterance "*Coba dicross-check dulu itu*" (**Intra-sentential switching**), the lecturer gave instruction to students to cross-check the material using Indonesian but she inserted an English word "**cross-check**" in her instruction. The reason of the lecturer used an English word in this situation because she presumed that the student have been familiar with this word. Here code switching is treated as lapses.

4.2. Discussion

The researcher had collected and analyzed the data and elaborated them in findings point. The data of research were collected on March 24th until May 17th, 2022 at Business English Communication Department, Universitas Negeri Makassar. This section divided into three parts. First, the types of code switching used by the lecturer in online EFL classroom. Second, the functions of code switching used by the lecturer in online EFL classroom, and the last is students' perception toward the use of code switching in online EFL classroom.

1) The Types of Code Switching Used by the Lecturer in Online EFL Classroom Interactions

The data was shown that there were three types of code switching used by the lecturer in EFL classroom interactions. Those types were tag switching, inter-sentential switching, and intra-sentential switching. Those types based on Poplack's (1980) theory. The discussion of those types presented as follows.

The first is tag switching. As we know that tag switching happens when a bilingual insert short expression (tag) from different language at the end of speaker's utterances. Tag switching includes interjections, fillers, tags and idiomatic expressions the occurrence of the tag without break any grammatical rule either. Based on classroom observation, the researcher found that the lecturer used tag switching six times. In this case, the lecturer used tag switching when she uses Indonesian expression as the tag in the end of the sentence to ensure the listener to the explanation that have been explained. For instance, the lecturer used tag such as "ya" at the end of her utterance. It can be seen from extract 1-6.

The second is inter-sentential switching. Based on classroom observation, the researcher also found that, this type of code switching also demonstrated by the lecturer in discussion. This code switching allows the lecturer to switch her language from Indonesian to English and vice versa between different sentences. Besides, inter-sentential switching is easy to make the audience understand what they delivered to them. It

can be seen from extract 7-12. Related to the classroom observation, the researcher also found that the lecturer used inter-sentential switching on her communication when she repeated her explanation. She repeated the sentence from Indonesian to English and vice versa in two different sentences. Some examples can be seen from extract 7, 8, 12.

The last type of code switching is intra-sentential switching. Based on the classroom observation, the researcher found that the lecturer use intra-sentential switching. Furthermore, In this study, we can see that the lecturer frequently used intra-sentential switching and this code is the most widely used compared to the two previous types of code switching. It is shown from extract 13-20. In this case, the lecturer used this switching when she tended to insert English words, clauses and phrases while explained the material in Indonesian. Some of the utterances can be seen from extract 13, 16, 18.

Based on the research on March 24th until May 17th, the researcher found the most common type of code switching found in the utterances of lecturer in online EFL classroom was intra-sentential switching which total eight data and the least common type of code switching was tag and inter-sentential switching where both are six data.

2) The Functions of Code Switching Used by the Lecturer in Online EFL Classroom Interactions

Concerning the results of the research, there were five functions of code switching used by the lecturer in online EFL classroom. Those functions were emphasize the important point, reinforce a request, ease of expression, checking for students' understanding, and lapses. Those functions based on Baker's (2001) theory. The discussions of those functions are as follows:

The data had shown that the first function was emphasize the important point. This function is used when the lecturer switched her language to emphasize a particularly important point which is used to make the students easy to understand the material. Based on classroom observation, the researcher found that the

lecturer used this function three times. It can be seen from extract 21-23. This result of observation is confirmed by the result of student's interview which mentioned that the use of code switching in classroom make the students easy to understand the material.

The second function was reinforce a request. This function used to make instruction comprehensible for the students by switching the language. Therefore, the students were expected to able to understand the instruction better and they were also expected to be able do the instruction correctly. Besides that, reinforce a request also can clarify a point. Based on classroom observation, the researcher found that the lecturer used this function three times. It can be seen from extract 24-26. This result of observation is confirmed by the result of students' interview which mentioned that used of code switching make the students understand easily about the material.

The third function was ease of expression. This function used to make someone easy to express their feelings. Likewise, when the lecturer explained the material and she wanted students to actively participate in discussions. When students did not answer the questions or did not respond to the material, the lecturer gave instruction so that students want to respond to the material by expressing the word "hello!". It can be seen from extract 27. Therefore, if the discussion becomes tense, the use of a second languages may signal a change in the tune being played. Based on classroom observation, the researcher found that the lecturer used this function only once.

The fourth function was checking for students' understanding. In the discussion, the lecturer should make sure that all students know all the word in that activity. If there are new words or unknown words, the lecturer can ask the students what she means. The lecturer sometimes needs to check the students' understanding in order to determine how far the students have comprehended from the material. It can be seen from extract 28. Based on classroom observation, the researcher found that the lecturer used this function only once.

The last function was lapses. Lapses are instances where lecturer is speaking in one language but says a word or a couple of words in another language. These words can be spoken almost accidentally or not purely accidental but she partly knows she is using another language. It can be seen from extract 29-30. Based on classroom observation, the researcher found that the lecturer used this function twice.

Regarding to discussion above about the function of code switching in online EFL classroom, the researcher found the most common function of code switching found in the utterances of lecturer were emphasize the important point and reinforce a request function where the total of both functions is three data and the least common function of code switching were ease of expression and checking for students' understanding function which total one data.

5. CONCLUSION

Based on the research findings and discussions in the previous chapter, the researcher describes that there were three types of code switching found in lecturer's utterance in online EFL classroom. They were tag switching, inter-sentential switching and intra-sentential switching. The researcher found the most common type of code switching which was found of lecturer's utterance in online EFL classroom was intra-sentential switching totaling to eight data.

There were five functions of code switching found in online EFL classroom. They were emphasize the important point, reinforce a request, ease of expression, checking for students' understanding, and lapses. The researcher found the most common function of code switching which has found of lecturer's utterance in online EFL classroom were emphasize the important point and reinforce a request function which total three data.

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