

SWITCHING CODES IN THE “CONVEYING MESSAGE” PATTERN OF TEACHER’S COMMUNICATION

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Abstract

Most Indonesian people can speak at least two languages, i.e., Indonesian and a local language. The fact that people can use more than one language or code in their daily communication has encouraged them to mix the codes when they speak to understand communication better. The situation in which people use two or more languages in the same sentence or discourse is known as code-switching. The main objective of this study is to analyse types of code-switching commonly used by teachers and students during online learning, particularly to identify their motivational background and to know the communication pattern in negotiating. A qualitative descriptive approach was employed through observation, interviews, and a survey to carry out this study. The data show that intra-sentential code-switching was the most dominant code used by teachers and students in the online classroom. Besides, the most predominant pattern of code-switching in conveying messages is the back-channelling signals, the bracket signals, and the turnover signals. From the patterns, teachers wanted to keep the online classroom activities engaging, active, and efficient.

Keywords: code-switching, online learning, pattern of communication

Introduction

Language is a crucial tool in facilitating people to understand a society and it plays an important role as a medium for people to communicate, to socialize, and to build a relationship from one to another (Chaer & Agustina, 2010). Through language, people can express their thought, feelings, and interests. In modern society, communication is getting complex, and it does not involve only one single language, but two languages or even more (Fanani & Ma'u, 2018). Many people have mastered more than one language. For example, majority of Indonesian people can speak Indonesian and a local language of their own area which is spread differently from North to South of the archipelago country. Knowledge of speaking more than one language has then encouraged people to vary their communication skills and it appears from their ability to use those different languages simultaneously.

A number of reasons why people use more than one language or code in their daily communication are merely to get a better understanding in communication. According to Abdullah, the situation in which people use two or more languages in the same utterance or is known as code-switching (2011). More specifically, code-switching is identified as switching or shifting one code or language to the other which involves longer stretches of language as the clause or sentence boundary (Mushtaq & Zahra, 2012, p. 429). Therefore, the variations of codes cover words, phrases or even sentences. Wardhaugh (2010), on the other hand, asserts that code-switching commonly occurs in conversation, either it is between speakers' turns or within a single speaker's turn.

The phenomenon to switch codes in spoken language seems to ease the speakers to express their thought and feelings in the target language, so the addressee can understand the meaning of the message and able to identify the notion of discourse implied in the utterances. This is not just applicable to Indonesian as the national language and the speakers' local languages, but also to English as the target language in the context EFL. Some examples of spoken code switching are presented in radio and television programs, and TV ads are considered as an immensely lucrative way of information distribution, products-services publication which influence people behaviours, norms of thinking, styles and linguistics choice.

In the context of education, code switching is commonly used during the teaching and learning activities in class. The preliminary reason of using code switching is because teachers and students are Indonesian people who speak Indonesian, while English that is used in the classroom is a foreign language for almost all of them. Therefore, during negotiating meaning of some issues in class, there is a tendency to mix English with Indonesian. In written text, code switching may also appear in newspapers, magazines, or novels. Even though English is considered as a foreign language in Indonesia but using and adopting several English terms in written texts shows that English as a lingua franca has left its important impact on the Indonesian language.

In fact, code-switching practices for either online or offline classroom may also trigger in some issues. The issue happens for both individual and societal level. According to Coulmas (2017), people who talk more than one language will face more challenges to think about which language they want to use. Another challenge that multilinguals may encounter is individual language loss, or the decrease in incompetence of a language less used. Easiness to switch codes may lead the speakers to speak the target language inconsistently and it will indirectly show their incompetence of the language.

The role of a teacher in language learning is critical to ensure that students learning the target language effectively (Chen et al., 2019; López et al., 2021). It is in line with the purpose of language acquisition, which is to prepare students to use the language they have learned. The learner's ability to communicate in both written and oral formats was used to determine their level of proficiency in English communication (Fakhruddin et al., 2019; Febrindari, 2019). Unfortunately, due to the absolute shutdown of schools due to the covid-19 outbreak, all teaching and learning activities were conducted entirely online, with no direct interaction, but relying on technology. As a result, the lack of social engagement in language learning during this shifting learning mode undoubtedly affects learning

instructions and how students and teachers communicate during the learning process, resulting in code-switching.

That phenomenon can lead to the use of code switching to help people have a clear communication when they are less competent in a specific language. Driven by the problem and some theories above, the researcher wants to find out more about code switching in the teaching and learning process, to analyse the types of code switching that used by the teacher in EFL online learning, to examine the reasons why the teacher mixes codes in the teaching and learning process, and its analysis on the pattern of communication during EFL online learning. Through this study, the researcher hopes that the teacher can realize that code switching in the classroom could affect the quality of teaching and learning process.

This present study has similar goals to the previous research, which was initiated by identifying the types of code-switching that appear during classroom activities, but it will differ from that earlier research in several ways. The study conducted by Rini and Rustandi (2018) underlined that the teacher claimed that the reason for using code switching is because the teachers want to help students to comprehend the material and easy to understand the topic. While the previous study looked at EFL code-switching in the classroom, this study looks at code-switching in fully online synchronous EFL teaching and learning as a result of the covid-19 pandemic. Thus, the current study's context is totally online EFL learning, which is conducted by EFL prospective teachers and students. Furthermore, the issue identified is when the teacher and students having the classroom conversation in the language used, particularly the way of delivering learning materials, giving instruction, and communicating during the learning process.

Literature Review

Intra-sentential code switching

Intra-sentential code-switching occurs within the boundaries of a single clause or sentence. Speakers engaged in this type of code-switching may alternate between languages at various linguistic levels, such as clauses, phrases, words, or even morphemes (the smallest meaningful units of language). For example, a bilingual speaker might say, "I went to the tienda yesterday to buy some pan dulce," seamlessly incorporating Spanish nouns into an English sentence. This type of code-switching often reflects a high level of fluency and proficiency in both languages, allowing speakers to fluidly navigate between linguistic systems while maintaining grammatical coherence.

Inter-sentential code switching

The second type of code-switching is inter-sentential code-switching. Appel and Musyken (2006, p.118) argue that Inter-sentential switching is the alternation in a single discourse between two languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or, on the other hand, means that intersentential code-switching occurs between a different number of sentences. In other words, inter-sentential code-switching refers to the code-switching that occurs between two different languages, or sentences that are used together at the same time.

Tag switching

Tag switching, a type of code-switching, involves adding a tag word or phrase from one language to a sentence primarily spoken in another language. This linguistic phenomenon, as noted by Yusuf and Fata (2018), is often used to emphasize speech, grab listeners' attention, and propel the conversation forward (Ariffin, 2011). This is particularly evident in border communities where tag switching can serve as a means of reinforcing cultural identity or signaling belonging to a particular group.

The use of code-switching, including tag switching, is not limited to specific contexts. In educational settings, teachers and students frequently engage in code-switching during online learning activities. This can occur for various reasons, including limitations in students' vocabulary, the complexity of the material being taught, and the presence of unfamiliar terminology (Rini & Rustandi, 2018). Code-switching can serve as a valuable tool for facilitating comprehension, clarifying concepts, and creating a more inclusive learning environment.

While previous research has predominantly focused on the motivations and reasons behind code-switching in offline classroom interactions (Helmie, Halimah, & Hasanah, 2020), it is crucial to investigate its prevalence and implications in online learning contexts. By examining the patterns of code-switching during online English classroom activities, researchers can gain insights into how it impacts communication dynamics, learning outcomes, and the overall online learning experience. Such research can inform pedagogical practices and contribute to the development of more effective online learning environments.

Multilingualism

Multilingualism, defined as the ability to use two or more languages in various contexts, is a complex and multifaceted phenomenon deeply intertwined with societal structures and cultural diversity. In multilingual societies, language is not merely a tool for communication but a reflection of identity, social status, and historical context. Societal multilingualism explores the dynamic interplay between language varieties within a community. It examines how different languages coexist, their relative status and prestige, and the social opportunities afforded to individuals based on their linguistic repertoire. Language policies and practices, whether official or informal, shape the linguistic landscape and evolve over time, reflecting shifts in power dynamics, cultural values, and socio-political contexts.

The intricate relationship between language and society is exemplified by phenomena like code-switching and code-mixing (Kia et al., 2011). Code-switching involves alternating between languages within a conversation, often reflecting social cues, situational context, or a desire to express specific nuances. Code-mixing, on the other hand, entails blending elements from different languages within a single utterance, creating hybrid forms that can be both creative and meaningful. Multilingualism is a rich tapestry of linguistic diversity, where the use of multiple languages serves not only communicative purposes but also social, cultural, and even political functions. Understanding the complexities of societal multilingualism allows us to appreciate the intricate connections between language, identity, and community, enriching our understanding of human experience.

Online learning and communication

The effect of covid-19 pandemic has consequences on the education system, especially in Indonesia. Thus, all the schools and universities changed the system to online learning or virtual learning (Alawamleh, 2020). Online courses do not require students to meet as a group on a regular basis, but instead they allow the flexibility and freedom for students to learn at their own pace in the environment most convenient for the demands of their schedules (Stone & Chaney, 2011). Obviously, this has an effect on the communication between teachers and students in the classroom as communicating virtually differs from face-to-face communication. In the online learning situation, teaching online requires an emphasis on a different instructional skill set those stresses building connections with students enrolled in the course (Boling, Hough, Krinsky, Saleem, & Stevens, 2012).

In addition, the technologies decrease the direct social interaction between teachers and students in the classroom. Now, technology is widely used as media connections, according to studies, and can be effective in improving student learning when used to facilitate dialogic or communication activities such as discussion forums and structured question-and-answer sessions, especially in the context of language learning (Kim et al., 2021; Yuan & Wu, 2020). Thus, the absence of social interaction in language learning during this new method of learning mode increase the frequency of code-switching that might appear during the online classroom activities (Rinawati & Putra, 2021)

Pattern of communication

Shifting from real class to online class in the learning process is such a new revolution in the education system and it also will change how teachers and students communicate during classroom interaction. The form of communication patterns of the English language will affect the effective communication that happens when teachers teach the English subject since English is not a primary language in Indonesia.

There have not been any ideal models on how instructors should deal with making ideal communication designs in the learning system of English. The teachers are needed to work with and make conditions to empower understudies to utilize English adequately to further develop their relational abilities. Pattern of communication mainly divided into two primary concerns which are verbal and non-verbal. The verbal communication includes some signals such as channel open/close, backchannel, turnover, bracket, and preempt signals. The non-verbal communications are kinesics, proxemics, haptics (use of touch), vocalics (use of voice), chronemics (use of time), and artifacts (use of object).

According to Ananta and Nuraini (2019), there are six types of pattern communication that appear in conveying the messages which are opening and closing channel, back channelling signal, turnover signal, bracket, and preempt signal. The opening and closing channel are about the signal that has been used to know that the teaching and learning is about to begin and end. Backchanneling during a conversation occurs when one participant is speaking, and another participant interjects responses to the speaker, and it is used to keep the classroom interaction running well. The examples could be "umhmm", "uhhuh", "yeh", "yerright", and "aha" (Hatch, 1992). For the turnover signals, it was given to allow

a smooth exchange of turns during the interaction. The examples can be slowing a tempo, vowel elongation, and falling intonation all help to signal the end of a turn, a place for an exchange in turns. Bracket Signal is necessary to avoid a topic shift from that intended so that the intended message will stay on the right track. The bracket signal was applied for some purposes such as getting the student's attention, managing the class, and warning the students who did not follow the lesson seriously. The examples of bracket signals are "by the way", "well", "anyway", etc (Hatch, 1992). The Preempt signals are quite different from the other signals. Preempt signals are more in terms of non-verbal signals like leaning forward, shifting forward, opening eyes wide, raising eyebrows, waving a pencil in the air, etc. However, there are also some verbal signals like "oh oh" and "e-e-e".

Method

In this research, the researchers used a qualitative research design. The qualitative approach answered the research questions about types of code switching that are used during EFL online learning, the motivational reasons on why it happens, and the impacts on the communication pattern. The rationale of choosing these methods for this study is because the data is analysed in depth, and it has an intention to analyse the types of code switching and the motivational reasons by both the lecturer and students' side. The qualitative data will be collected through classroom observation during online learning. Besides the observation, an interview will be conducted to confirm the finding of the observation and to investigate the motivational reasons of lecture in using code switching during online learning and its impacts to the pattern of communication between teacher and students during online learning.

The procedure of conducting this research is started by formulating the research questions regarding code switching during EFL online learning. After formulating the research questions, the researcher chose and reviewed relevant research and theories to form the conceptual and theoretical framework about the topic and see how other researchers investigated the similar topics. The next step in conducting this research is preparing the research instruments to collect the data such as an observation sheet, interview questions, and questionnaire form.

After the data collection instruments are prepared, the researcher will collect the data by observing one of the classes in one of International Universities in Jakarta. During the observation, the researcher took notes on the lecture's teaching and learning process including the speech/utterances, the way he/she begins the class, and the communication process that will happen during online learning. The observation method analysed the interaction and pattern of communication that happened during online learning. The target participant for the observation is the teacher and students in the class. Meanwhile, the class consisted of students with diverse skills which have a dynamic interaction, especially speaking skills. Furthermore, the researcher conducted a semi-structured interview to get further information or clarification from the teacher related to the motivational reason of using a code switching during online learning. The interview session analysed the teacher's perspective about the use of code switching during online learning classroom. At last, researchers distributed the survey questionnaire through the google form to the students to answer the questions given in the form. The questionnaire is used to identify the use of code switching according to students'

perspective and its' relationship with the pattern of communication in negotiate meaning. Overall, Figure 1 is the flow of research procedures.

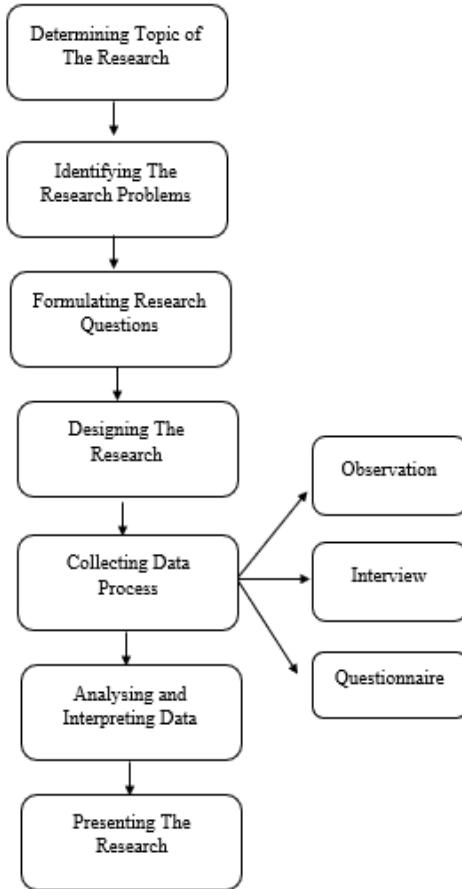


Figure 1. Research procedure

Findings and Discussion

The results of data collection are discussed by the classroom observation, interview, and survey from both students and teachers. The main emphasis of the analysis was clearly established in the research questions: 1) Analyse the types of code-switching and code- mixing that are mostly used during the EFL classroom interaction, 2) Investigate motivational reasons for teachers switch and mix codes during EFL online learning, 3) Identify the code switching on Conveying Message of Pattern Communication during EFL online learning. The research about code-switching and code-mixing is not something new, especially in a sociolinguistics analysis. However, this research will focus on the teachers' perception about the code-switching and code-mixing that has been used during online learning. The main difference from this research with the previous research is the context of code-switching and code-mixing that used. The difference is mainly about the type of code-switching and code-mixing during online learning situations and its impacts on patterns of communication between teachers and students. Thus, the analysis of the current study will focus on those issues applied during online learning.

First, in order to identify the code switching and code-mixing employed in the interaction between classes, class observations and recording were identified and coded. Furthermore, an interview was conducted to gain extended information

about the practice of code-switching and code switching. The primary data was taken from the Social Foundation and Individual Differences Course in Sampoerna University during fall semester in Academic Year 2021/2022. However, the analysis will only explain about the Social Foundation Course because the observation and interview results of the Individual Differences course is not relevant to be used in this research. The class of Social Foundation consists of students from the English language education study program cohort 2020 and 2018. The topics and focus of the materials were about education issues in Indonesia, the history and philosophy of education in Indonesia, and also about the 17 SDGs. The duration of the class was 75 minutes for each session. This and the number of students were 39 in total.

This class was chosen to be the target of research because the topic of the class was related with the objective of the research, and it consists of some practices of code-switching and code-mixing. The data shows that each of course represents different types and frequency of code-switching in the classroom.

The following table shows the amount of frequency and utterances in code-switching was 27 times which means that the teacher and students have used a number of code-switching and code-mixing in the class. During the classroom conversation, students and teachers discussed issues about “Context and Education” and they were mostly on teachers-students activity where the teachers initiated the discussion with the students. Furthermore, during this classroom activity, the teachers mostly asked about the students’ opinion about the materials related, and therefore, students tend to express their answers by using code-switching. One of the reasons is because it helps them to communicate their thoughts easily rather than using English. The detailed reason will be covered in the next point of this analysis. Details of the code-switching occurrence are available in the Table 1.

Table 1. The frequencies of utterances

Classroom Observation	Types of Code-Switching			Frequency of utterances	Duration
	Intra-sentential Code-Switching	Inter-sentential Code-Switching	Tag Switching		
Social Foundation Course	13	12	2	27	1x75 mins
Total				27	75 mins

According to the result, the teacher and students frequently used Intra-sentential code switching which combining one sentence with another expressions or phrases in different language. in the same sentences. Then, inter-sentential code switching was also mostly used by the teacher and the students during the online classroom which was conducted 12 times along the sessions in Social Foundation. Thus, the result shows that Intra-sentential code-switching has a high amount of times being used by the teacher. One of the findings of Code Switching during the observation is attached below

Teacher 4:50

“Oke syifa, where did you learn about SDGs?”

Students 4:52

“Hmm..sebelumnya itu ada kayak workshop soal *Sustainable Development Goals dibagi sama Miss Triana jadi saya ikut Miss.*”

Teacher 5:00

“Oke, *jadi it's not part of your courses or extracurricular or additional learning, that's great!* What did you learn there?”

The short dialogue above is one example of Code-Switching specifically Intra-sentential Code-Switching. These types of code switching mostly happened within one single sentence before the speaker finished their sentence and continue to another sentence. This context happened when the teacher starts the discussion by asking about SDG's materials to the students. In order to make it clear and comfortable with the online learning situation, she decided to switch the language from English to Indonesian.

The most significant differences of this research with other research that talks about Code-Switching is because this research focuses on analyzing the code-switching during online learning interaction and identify the types of pattern communication that appear.

Types of code-switching in social foundation course

Appel and Musyken (2006) divided the code-switching into three categories such as intra-sentential code-switching, inter-sentential code-switching, and tag switching. In the English learning process of Social Foundation Class, the use of code-switching and mixing has different results in frequency and it also happens because of the context of conversation. Each of the classes showed different significant results in terms of the use of code-switching. This situation is in line with Azlan and Narasuman's idea (2013) who also stated that code switching was commonly used to convey ideas in specific situations and to create a good ambience during the conversation among the speakers by using the first language. The situation can be during the conversation or in formal occasions like during classroom activities. Thus, during the observations the inter-sentential code-switching was dominating, and it happened from the conversation between students and the teacher.

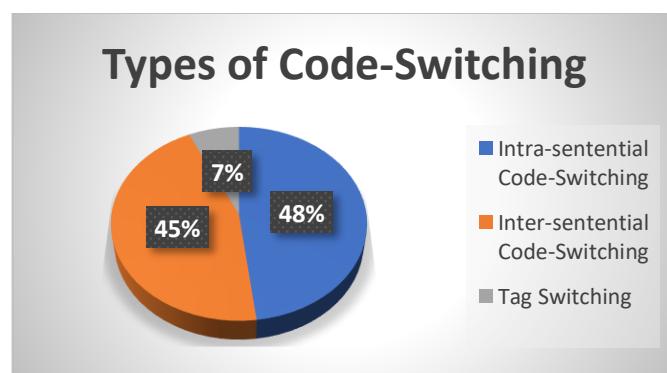


Figure 2. Percentage of social foundation course

Intra-sentential code-switching

According to Appel and Musyken (2006), intra-sentential switching is a code-switching that occurs within a sentence or a clause, and there are two different languages inserted in a sentence. This code was also used frequently in the classroom activities of the observed class; the data shows that the lecturers used intra-sentential code switching for about 13 times during the class observation in the Social Foundation Course. This type of code-switching also occurred mostly in the main activities of the classrooms which consisted of presenting the learning objectives, delivering the materials, and during collaboration activities with the students.

The data in Figure 4.1 shows that the frequency of Intra-sentential code switching was dominant which is around 48% out of 100 during the classroom interaction begin. It is interesting to know that the teacher and students mostly switched and mixed the language within one sentence directly when they were having a classroom interaction. The interaction included presenting or introducing learning materials, delivering the learning materials, and collaborating activities with students.

The following excerpts are some examples of intra-sentential switching that happened in the observed course. The lecturers and all class members interacted in these situations and discussed some specific topics which required them to speak in bilingual to make them easier in explaining the ideas. For instance, when the students are expressing their thoughts or delivering their ideas during the classroom interaction, they tend to use intra-sentential code switching.

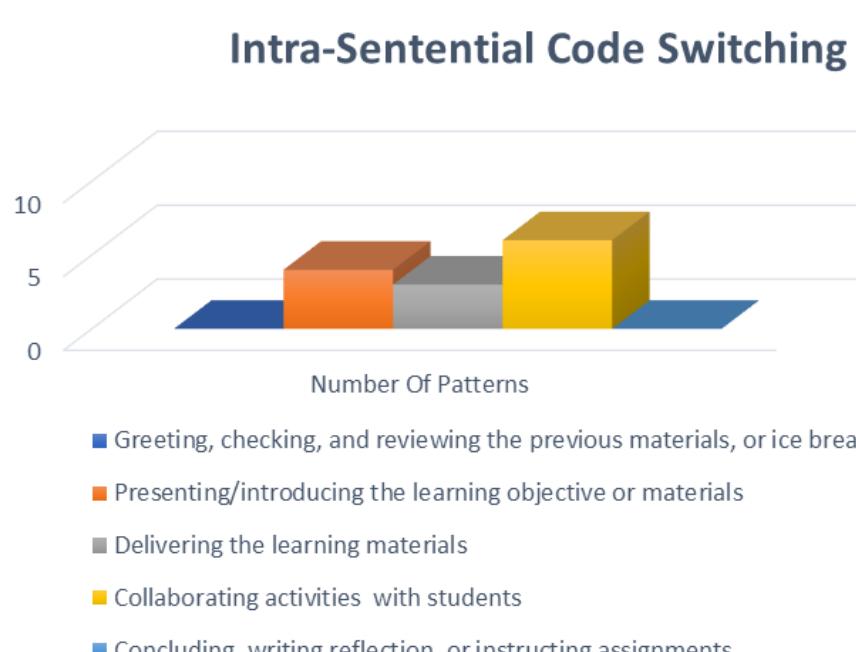


Figure 3. Number of intrasentential code switching

From the table above, the code switching was categorized into some parts which are in the setting of greeting and checking, introducing the materials and

learning objective, delivering the materials, collaborating activities with students, and concluding the materials. The table also shows the number or the frequency of code-switchings in each of the settings. The frequent activity of the intrasentential code-switching during the online classroom was the collaborating activities with students for instance during the discussion activities that involved students' participation. The teacher mostly employed this type of code because it can help her to explain the materials and interact with students easily.

Teacher 4:26 (Excerpt 1)

“Sambil deksri mengingat ingat, apakah yang lain sudah familiar dengan

SDGs? Apakah something new?”

“(Is this something new?)”

In the excerpt 1, code switching happened in the beginning of the main activity when the lecturer asked students about the concept of SDG's based on their understanding. This type of switching occurred when the lecturer began to introduce the topic. In order to make the teacher easier to start the learning materials, she used the intra-sentential code switching to help students understand about the topic and the question given. This is in line with, Then and Ting' idea (2009) who suggested that code switching is used to familiarize students with certain terminologies by inserting English lexical items in Bahasa Indonesia discourse to make the discussion running well.

Teacher 28:28 (Excerpt 2)

“Set the context ya..konteksnya, **kalian tulis Kartini would tweet about let say about**

PPKN misalnya...If you wanna talk about PPKN gitu ya.”

“(See the context please.. for example you write “Kartini would tweet about let say PPKN)”

In excerpt 2, Firstly, the teacher explained about the situation and what Kartini should say if she is still alive until now and connects the situation with the current context. The situation in that excerpt happened when the teacher was collaborating with students about Kartini's letter. Thus, she used code switching to explain the example and material easily and made the students understand it more. This situation is also supported by Hoffman' theory (1991) that explains one of six reasons for someone to code switch, which is when discussing a particular topic to make people understand our intention easily. In addition, this situation is also in line with Yusuf and Fata's idea (2018), who said that when bilinguals cannot search for the appropriate expression in a language or when certain concepts are only available in one language and have no words conveying the same meanings in the other language.

Inter-sentential code-switching

Inter-sentential code switching is a code that happens between one sentence and another sentence. In addition, Appel and Musyken (2006) asserted that Inter-sentential switching is the code that occurs after a sentence in first language has been completed and next sentence start and use a new language. In other words, inter-sentential code-switching refers to the code-switching that occurs between

two different languages. This type of code- switching also appeared on some occasions in the observe class, such as explaining, asking questions, small talks, giving instructions and other example speaking activities.

An example of inter-sentential code switching is attached:

*That is the book. Aku mau membaca buku itu besok. (Bahasa Indonesia)
(That is the book. I would like to read it tomorrow.)*

According to the diagram above, inter-sentential code switching happened significantly around 45% along the learning activities. The common use of inter-sentential code switching was in the middle or main activities of the class when the teacher starts to explain the materials and do the collaborative activities with students. The following table shows the number of patterns of inter-sentential code switching in the observed class. As it can be seen that there was no inter-sentential code switching at the beginning of the class in greeting, checking, and reviewing previous materials. However, the most significant number of the inter-sentential code switching happened during the collaboration activities of students during the learning process and introducing materials.

Inter-Sentential Code Switching

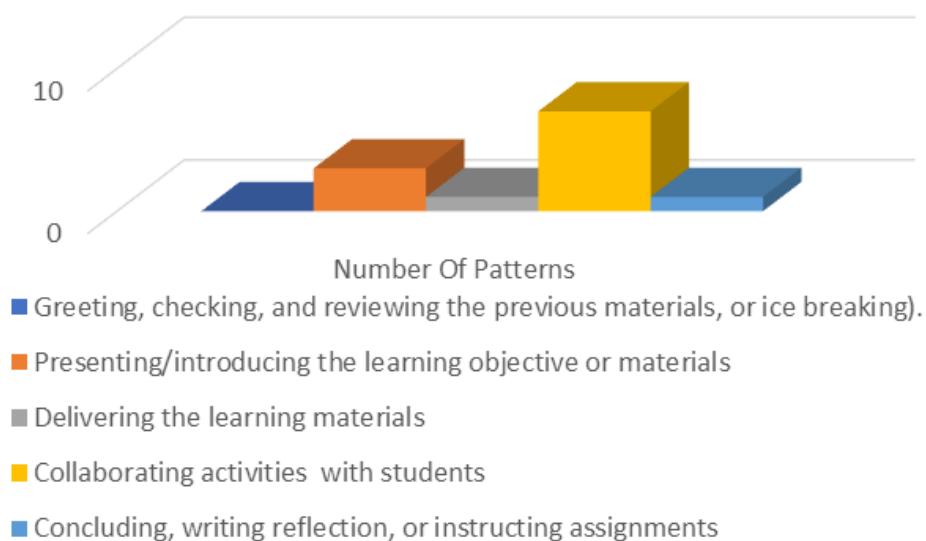


Figure 4. Number of inter-sentential code switching

Teacher 6:17 (Excerpt 3)

“Yang paling saya takutkan jadi guru tuh apa, saya ga ngajarin hal baru ke murid saya itu yang paling saya takutkan jadi guru **jadi dosen. That my students** just waste their time in my class, they don't really learn something new, that's my biggest fear as a teacher.”

“(What I'm most afraid of being a teacher is, I don't teach new things to my students, that's what I'm most afraid of being a teacher as a lecturer. That my students just waste their time in my class, they don't really learn something new, that's my biggest fear as a teacher).”

This excerpt was found in the activity when the teacher was explaining about the learning objective and materials to the students. The discussion was about the Sustainable Development Goals, and the teacher also explained that she was expecting students to learn something new from the SDGs'. Then, the teacher also said quickly that the most fearness that she had of being a teacher is when she cannot give new insights and knowledge to the students. In this context, the teacher used inter-sentential code switching to explain her thinking and shared her experience with students by using Indonesian to highlight the important points from her story. This corresponds to Yusuf and Fata's idea (2018) who propose a code-switch for speakers to repeat or highlight a point.

Teacher 27:06 (Excerpt 4)

“Do you know how it works? Tau ya Twitter, ada yang nggak tau Twitter?”

“(Do you know how it works? You know that Twitter, ada yang nggak tau Twitter?)”

Teacher 27:42 (Excerpt 5)

“Of course, you need to think about the context. Lagi bicarain context apa nih ceritanya. So, write down the context a little bit in one sentence like Kartini would tweet this about...”

“(Of course, you need to think about the context. What context is Kartini talking about, so write down the context a little bit in one sentence like “Kartini would tweet this about..)”

Inter-sentential code-switching also appeared in the collaborating activities between students and teachers. In the excerpts above, the teacher aimed to make sure of students' understanding about the use of Twitter in their activities. Thus, to check the students' understanding, she used the Inter-sentential code-switching in her conversations. In excerpt 5, the teacher talked about how to set the context about the assignment. In order to make the messages clear about how to set the appropriate context, the teacher used the inter-sentential switching.

In summary, code-switching is mostly happening during the collaborative learning activities. To actively collaborate in a context of EFL, teachers and students need to design their communication by adopting these two methods of communication. According to Jurik et al. (2014), verbal interaction between teacher and students in the classroom will increase students' learning and motivation. Therefore, even if the classroom was conducted in an online mode, it does not mean that the interaction will be decreased. Thus, using code-switching for the collaborative activities would be more effective.

Tag switching

According to the figure in 4.2, the number percentage of tag switching is 7%. Tag switching occurs and comes with a word or statement in one phrase or language of the speaker (Yusuf & Fata, 2018). According to Ariffin (2011), this type of code-switching has been used in various kinds of communication, such as to stress the speech, to attract the attention of listeners, and to advance the action. Tag-switching is mostly found in the discourse markers such as “you know”, “I mean”, by the way, hi, okay, and alike. In this context, tag switching only occurs 2 times which are “very inspiring, and oke”.

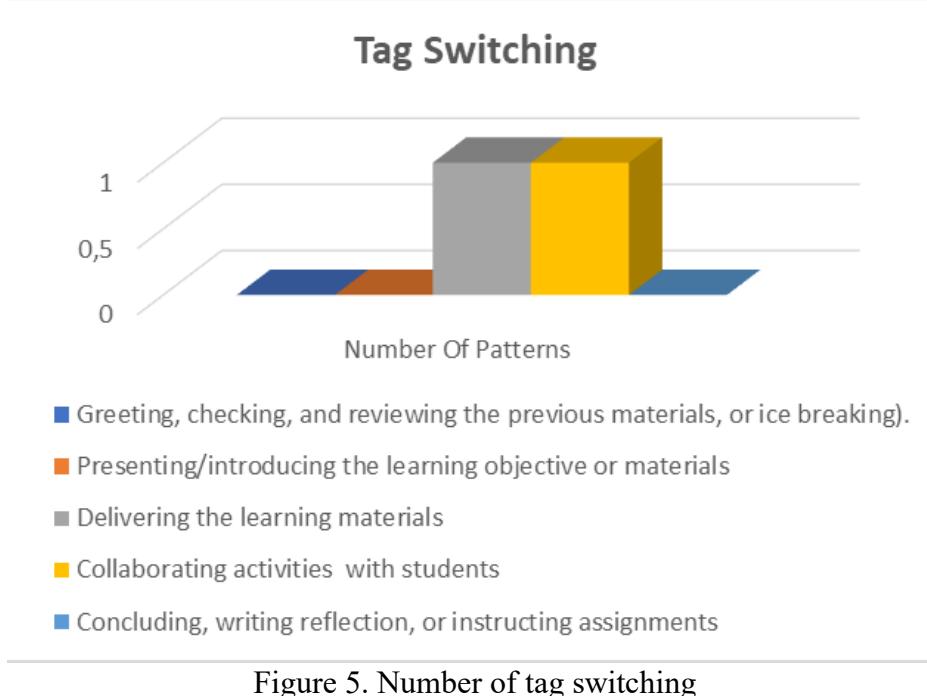


Figure 5. Number of tag switching

The number of tags switching above shows that the most significant code that happened is in delivering learning materials and collaborating activities with students. According to the results of observation, tag-switching does not appear significantly more than intra- and inter-sentential code-switching. Here is the example of tag switching:

Teacher 24:02 (Excerpt 6)

“Ini kayaknya udah berapi-api nih para perempuan mendengar suara Kartini, **very inspiring voice!**”

“(This seems to be on fire when women listen to Kartini's voice; it is very inspiring voice!)”

In this excerpt, the teacher asked students to give any opinions about the topic that they were discussing. However, tag switching does not explain any specific meaning. It is just to support the sentences or utterances in the conversation. According to Ali (2000), the purpose of inserting tag switching into the sentences will depend on the speaker's intention, but sometimes it does not convey any meaning for some cases (Suan, 1990). In this study, the teacher used tag switching “*very inspiring!*” in order to make the conversation seem more comfortable about the atmosphere of the activities.

Motivational reasons for teachers on using code-switching

There are some motivational reasons why the teacher used code-switching in classroom activities. One of the reasons is because of the students' understanding and level of English. In the Social Foundation course, the background of the students is coming from the diverse level of English. Some of them are coming from cohort 2020, 2019, and also 2018. Thus, it is also one of the factors that affects students' communication skills using English. In order to maintain the quality of

teaching, teachers used code-switching to make sure students understood the materials and were involved in the classroom activities. This is also supported by a statement from Yletyinen (2004), students have difficulties in understanding English, especially vocabulary technical terms, because they have not learned English for a long time period. This also supported from the teacher's statement,

The reason is because it's so hard to communicate when I don't get the feedback. So, if I am not confident with my English, so I don't know whether or not the students understand my explanation as well, and that's why sometimes I need to switch in Bahasa and sometimes I need to repeat what I said in English to Bahasa Indonesia is simply because I need to make sure the students understand what I am trying to say especially for important context, concepts.

In another situation due to online learning, the teacher did not know what the students were doing behind the camera because she cannot see the face of her students. Thus, she needs to do some recalling statements to make sure that students are engaged with the activity.

It's very important for me to do that (code-switching) because all of you turn off the camera and I cannot see notes, I cannot see your face and in offline class sometimes I can get a hint from your look, but I cannot get that in online. Even the students open their camera, it's not entirely and it's also because of the camera issues.

From the above excerpt, it shows that the teacher assumes students may have difficulties in engaging in the classroom activities because of the online situation which makes the teacher unable to interact directly with the students just like what is happening in offline classroom situations. Thus, the teacher used code-switching to help her communicate effectively with the students.

Another reason for this also is because the teacher wants to build a relationship with students during the classroom activities. Based on the interview with the teacher, she tends to use code-switching because she was anticipating the students' engagement especially when talking about specific issues,

One is that I cannot convey my actual messages, and second I am afraid that my students are not really engaged in the discussion because they're not confident in the use of English and that's why I often say to use Bahasa or any languages as long as I can understand, and we all can understand it.

From the excerpt above, the teacher's opinion indicates that she wants the students to surely get the teacher's message as well as to show intimate relationships with students in terms of understanding the messages. It is really important for the teacher to make sure that students are actively participating in the classroom activities and not just listening to the explanation. It is also supported with Chowdhury's (2012) and Sert's (2005) ideas who stated that code switching for affective factors is to build intimate relationships with students and also create a positive and relaxed atmosphere in the classroom which can give positive impacts to the level of effectiveness of students in the classrooms.

Another perspective of the reason why teachers and students use code-switching is also coming from the students' opinion. The result from the survey shows that the teacher used code switching and code switching when she explained a complex context and defined new vocabulary. For instance, when the teacher tried to explain about the Sustainable Development Goals and National Education History. The data below shows that around 88.5% of students said that one of the reasons for teachers using code switching is because she wanted to explain the complex context to the students, and 11.5% of students said that teacher wants to define new vocabularies.

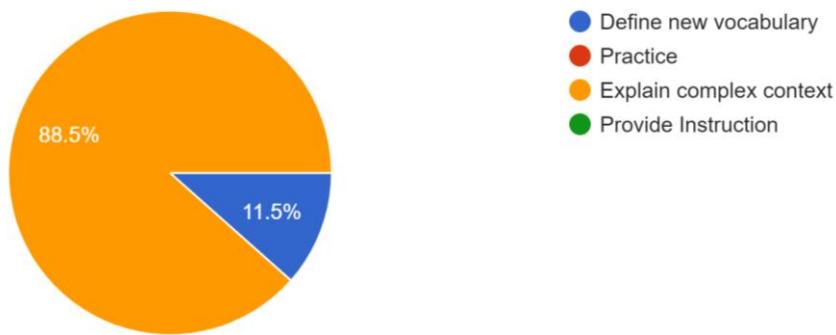


Figure 6. Motivational reasons

This data below also shows that most of the students in the Social Foundation Course said that the main function of teachers using code switching and code switching is to convey the messages and handle the errors in the language. Thus, it is clear that teachers used code-switching to build good communication with students in the classroom.

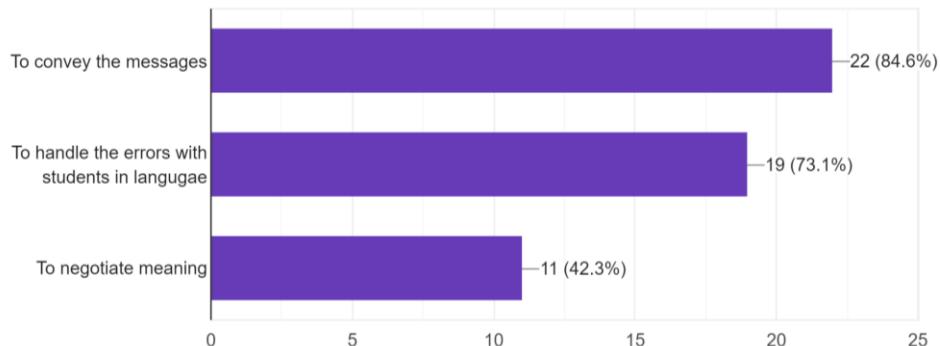


Figure 7. The function of code-switching

The analysis of code switching in conveying message pattern of communication

The process of learning English in the classroom has always been a main focus for some schools as it also has been part of government's regulation. The learning interaction between the teacher and students builds a pattern of communication. Choosing the form of communication patterns of the English language learning process is to provide an ideal model of effective communication when teaching English. According to Len (2018), teachers can use a different

communication pattern with the students during the classroom activities including verbal and non-verbal communication.

The use of code-switching during English online learning affects the way the teacher and students interact in Social Foundation courses. The diagram below shows the results that 96.2% of students in the Social Foundation said that they can easily understand the materials that were explained in the classroom by using code-switching. This switching then affects the communication pattern that appears during the teacher-students interaction in the classroom.

This proof is also supported with some of the students' responses from survey form about the use of code-switching. The students said that the use of code-switching helped them to understand difficult concepts and unfamiliar vocabularies.

In my experience, I feel a bit confused when the lecture uses English all the time because there's a word/concept/theory that is hard to explain in English (or I hardly understand English explanation). I feel helped when the lecture uses Indonesian to explain the difficult concept. For example, it's really helpful to explain "practical purpose of education" by using Indonesian rather than English especially for me.

The student mentioned that it is confusing if the teacher used English all the time during the classroom instruction, especially in presenting the materials because there are some terms that are difficult to understand in English. Thus, they think it would be much easier if the communication is using English mix with Bahasa Indonesia in EFL context.

According to Dabbagh and Ritland (2005), there are the differences between the classroom interaction during offline learning and online learning. During the offline learning situation, the activities are mostly conducted in a real time and traditional way that is managed by the teacher. While online learning, the use of technology is increasing to support the quality of learning in the classrooms. This also in line with what Keengwe and Kidd said (2010), online learning involves the unbound dynamic, using technology information, and asynchronous communication. Thus, the different environment of offline and online classrooms will also affect the way the teacher teaches the students in the classrooms, and it will result in the differences in the pattern of communication.

Here are the communication patterns that appeared during the classroom interaction between teacher and students in the Social Foundation course.

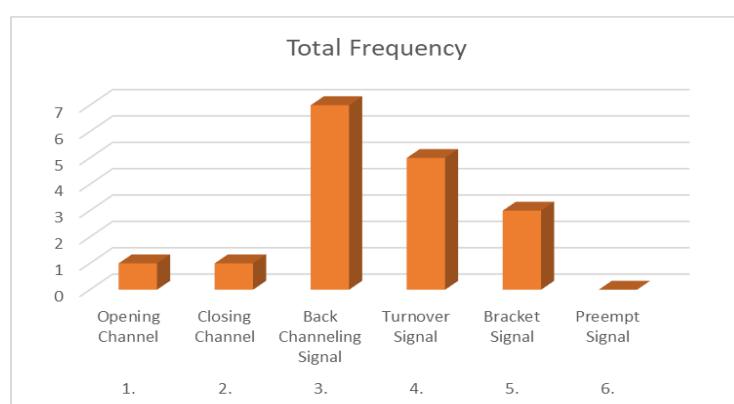


Figure 8. Frequency of occurrence communication pattern in social foundation course

From the data above, it can be shown that there are 6 types of communication patterns to convey the message that appeared during the classroom interaction. All those communication patterns are verbal communication that can be seen directly during the classroom observation. According to Ananta & Nuraini (2019), there are 3 types of communication patterns which are to convey the messages, to negotiate the meaning, and handling the learners' errors. However, this study will only focus on the communication pattern to convey the messages because the highest percentage from the data showed that the teacher used code-switching to convey the messages. The details of 6 pattern of communication can be seen clearly in the graph below, and how it appears in each type of Code Switching in Intra-sentential, Inter-sentential, and Tag Switching.

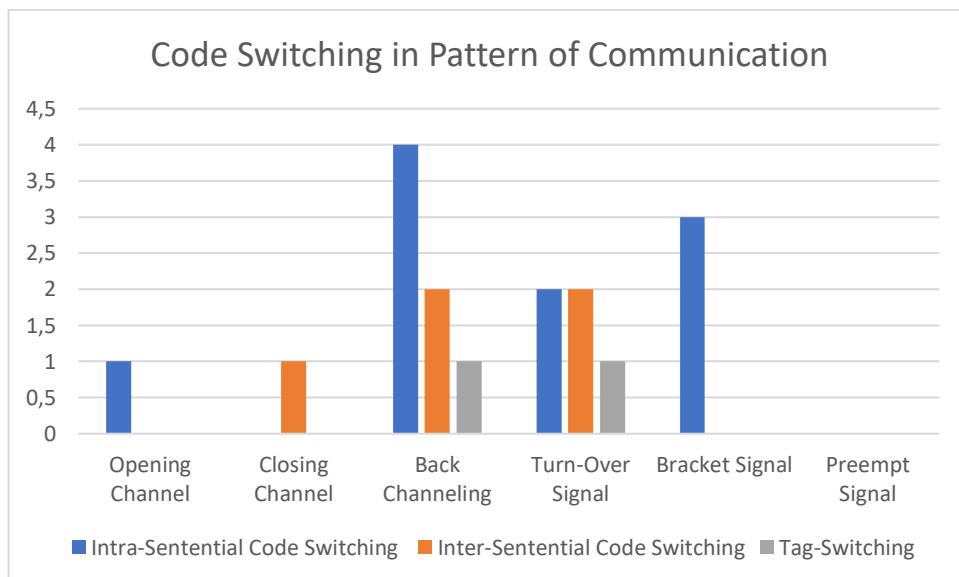


Figure 9. Code-switching in pattern of communication

The teacher's pattern of communication during online learning in the classroom is mostly in the form of backchanneling signals which have a function to keep the interaction run well in the classroom. Backchanneling happened 7 times during one session (90 minutes) in the class. The most used signals are "hmmm" "ya.." because the teacher wants students to keep engaged during the classroom interaction and the collaboration activities. The examples of Backchanneling that appeared in Code-Switching can be seen in the dialogue below,

Teacher 0:05

"Saya mau show you."
"**Hmm...sorry bentar**"

As it can be seen in the example above, the word "Hmm.." as a part of backchanneling signal is frequently appear in the conversation between teacher and students. As it also said by the teacher in the interview results that one of the factor, she used this word is to keep the classroom interaction running well when the teacher is having conversation with students. This is also supported with the theory from Hatch (1992) that Backchanneling during a conversation occurs when one participant is speaking, and another participant interjects responses to the speaker,

and it is used to keep the classroom interaction running well. The most common examples are "umhmm", "uhhuh", "yeh", "yerright", "aha", etc.

Turnover signals come in the second position which shows that the teacher mostly used some different intonation when having the collaborative activities with students in the classrooms. This also helps the students understand the messages that were delivered by the teacher when they were discussing the specific topics. In other words, during the online classroom interaction, there are some changes and adaptations in the communication between teacher and students in the classroom. For the turnover signals, it was given to allow a smooth exchange of turns during the interaction. The examples can be slowing a tempo or changing the intonations. The example of Turnover signals can be seen from this dialogue

Teacher 39:30

“Where are you again, sorry? Kalimantan ya..?”

“ Berarti banyak yang **force marriage ya saat ini?**”

This example happens in Inter-sentential code-switching and the teacher change the tempo and intonations because the situation is to make sure about the student' answer. Thus, the teacher used turnover signals.

The last Pattern Communication that also significantly used is Bracket Signals. The bracket signal was applied for some purposes such as the teacher wants to grab the students' attention and to manage the classroom activities run well. The example of Bracket signals that commonly used in this classroom is attached below

Teacher 24:02

“*Anyway*, kita dengar dari yang laki-laki dulu yuk.”

In this context, the teacher wants to engage the discussion more by giving the chance to speak up for male students. Thus, to bridge the discussion well the teacher used the Bracket signals “anyway” one sentence or it's also classified as Intra-sentential Code-Switching.

Conclusion

The conclusions and recommendations of this study are included in this chapter. The observations concern the summary of the research results relating to the aims of this report. In the meantime, the recommendations are being presented to give lecturers and future researchers some advice. From the research findings, it can be concluded that:

In online classrooms, the use of code-switching happened more frequently because the first language and the new adaptation of classroom situations. There are three types of code-switching which are intra-sentential code switching which happens 48%, inter-sentential code switching 45%, and 7% for tag switching. The Intra-sentential is mostly used during the classroom activity because the teacher wanted to discuss the specific topic and help the learners to understand some difficult terms and concepts.

One of the motivational reasons why the teacher in the Social Foundation course used code-switching is the learners' comprehending skills. The online situation allows the teacher to interact with students and make sure that they

understand the materials learn easily and engage with the classroom activities during the inline learning.

Code-switching mostly happened in collaborative learning activities. It means that collaborative communication between teacher and students in the classroom are very crucial. Verbal interaction between teacher and students in the classroom could increase students' learning and motivation.

From the analysis above, the EFL online classroom creates a specific pattern of communication during the classroom activities. Some of the communication patterns that appeared during the online classroom are opening and closing channel, backchanneling, turnover, bracket, and preempt signal. These are the pattern communication in conveying the messages during the observed course that teacher and students mostly used.

Recommendations

For Teachers

The results show that during the online learning classroom, the teacher encountered some difficulties explaining the materials using English since English is not the first language of the students. From the analysis, the use of code-switching is often required to make the students understand the materials easily. This had been because certain code-switching functions were able to give the classroom a beneficial effect especially to engage the interaction with the students.

For Researchers

Through this study, the future researchers can use this as a reference or guideline to conduct further research with similar topics about code switching in teaching and learning, and also find a new theory about types of code switching and its impact to the pattern of communication for better research in the education field especially in online learning.

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