The Use of Code-Switching in EFL Classroom Instruction and Interaction

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Article Info	Abstract
	This study investigates code-switching in an EFL online classroom interaction. The research data were gathered by using fieldnotes, questionnaires, and semi-structured interviews on one hundred and twenty students and three English teachers. It demonstrates that both teachers and students code-switched during online English lessons. Tag switching and establishing continuity with the previous speaker were mostly used which reached 38.4%, inter-sentential switching15.5%, and intra-sentential 7.7%. respectively. In terms of the language, the findings show that classroom interaction was dominated by the use of Bahasa Indonesia 74.0%, English 52.8%, and Sundanese 16.5%. Code-switching was effective for teachers and students in EFL learning. It proved to 1) significantly influence students' activeness, 2) encourage and give better feedback to students through alternative reinforcement, and 3) encourage better teachers' and students' negotiation. With regard to efficiency, conveying meaning of the materials and bringing the project as well as assignment were essential. Nevertheless, some issues came up as a consequence of the Covid -19 outbreaks. Notably, some factors affecting the results were 1) the internet connection, 2) the students' attendance, and 3) balance. Those results suggest that the potential next research is more likely to respond to students' need to campaign online learning to be better.

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INTRODUCTION

EFL takes place as an English language program in countries where English is not the common or official language. In Indonesia, English language learning is being used most effectively during classroom interaction. Meanwhile, Indonesian is the official language of instruction in the school system in the first years of elementary to the higher institution as well, but English is becoming more for some programs, and textbooks are commonly printed in English (WENR, 2019). English as a foreign language, or EFL, refers to learning and using English as an additional language in a non-English speaking country, like in Indonesia. Materials tend to be written for learners either studying English in their own country or on a short course in an English-speaking country (British Council, 2020).

Accordingly, Marsella (2020) states that the use of Indonesian in teaching EFL is unavoidable. It performs functions in the classroom that helps to form students' knowledge and manage the class more efficiently. Meanwhile, the languages in teaching-learning fit the community interaction. A speaker may switch to another language as a signal of group membership and share ethnicity with an addressee in some situations, also, may shift from one code to another intentionally or unintentionally. In addition, code-switching also plays on participants, solidarity, and status (Holmes, 2013). Code-switching in dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties, common of only a single variety of language, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon, one likely to occasion comment (Wardhaugh, 2006).

Due to the pandemic outbreak, teaching-learning is done online; Google Classroom is being applied. Digital technology has been occupying the students' activities in highly suggested to be utilized as a part of teaching activities. It was as suggested by Haswani (2015) and Mualim et al. (2019). The abundance of current circumstances demonstrates that the way people communicate has greatly expanded using the internet and has been common yet be very useful tools for studying when researching code-switching (Laroussi, 2011). However, some researches assume that the challenges of online learning are varied for every area. Purwanto et al. (2020), Rojabi (2020), Rasmitadila et al. (2020) and Rahmawati and Sujono (2021) state that online learning cannot fully replace conventional leaning, especially for dimensions of social context.

This research differs from others in several ways. It can be found in written material in the form of code-switching; nevertheless, it is a widespread occurrence in spoken language (Falk, 2014). Spoken language is an act of complete spontaneity. Meanwhile, in the form of writing, students can express themselves through phrases and words in order to improve and immerse the readers by demonstrating that they are deliberately engaged (Barasa, 2016). Besides, writing illuminates the potential of code-switching as a cognitive and linguistic resource in the process of writing (Gort, 2012). Because this is the first instance of online learning, it is worthwhile to investigate how the distance learning or PJJ *(Pembelajaran Jarak Jauh)* process works.

Underlying the use of code-switching in social skills, this present study attempts to bridge the gap by examining the occurrences of code-switching that happens in teacher-student interaction. Furthermore, it gives a worthful contribution to the development of the teacher's role in online classroom interaction and gives a guideline for the teacher to keep track of how English explanation should be in EFL classes in distance learning circumstances which can meet the objectives of the learning process. The implementation for students assists students to acquire the basic information in improving the delivery of lessons to develop their roles and cognitive language ability. In addition, the information that is going to be performed from this study will help to provide insight on how code-switching occurs not only in spoken but also in writing.

METHODS

Since this study dealt with the data gained from classroom observations, questionnaires, and interviews; therefore, the findings were analyzed qualitatively in the form of descriptions. The participants of this study were three English teachers teaching in a senior high school in Dayeuhluhur, Cilacap Regency, and one hundred and twenty students.

The instruments consisted of a set of questionnaires, observations, and interviews. The questionnaires consisted of a 14-item survey that was divided into five different sections that were used to gather data on demography, language use in the classroom, respondents' perception, frequency which were developed by the researchers, and reasons for code-switching that was adapted and modified by the condition at that time.

This research focused on the interaction and teaching between teachers and students in EFL classroom activities. The exercises were carried out in an online classroom teaching-learning process. The data was gathered in the form of written feedback in a Google Classroom chat room. Furthermore, the actions were tabulated into various components of Hoffman's code-switching theory, then divided into inter-sentential switching, intra-sentential switching, tag switching, and creating continuity with the previous speaker. The tabulation was analyzed for the next stage. This stage was critical in examining the results because it determined the contact and instruction that occurred during classroom activities; whether it was high practically applied or not.

Meanwhile, the interview was conducted in some batches because of health guidance. It became four batches: three sessions for students, and one for the teachers. Those batches were concerned with the reasons for the Covid-19 outbreak to limit the presence in a room. As a result, three weeks in arrow had been questioned for students, and the next turn was given to the teachers. The objective of the interview is to obtain detailed and accurate information.

The data was given as definitive; however, it would subsequently be mentioned in the form of a detailed descriptive analysis. The investigation was divided into five sections: 1) the types of code-switching observed, 2) the students' and teachers' perceptions of the use of code-switching, 3) the students' and teachers' roles in online classroom interaction classes, 4) the reasons that contribute to the use of code-switching, and 5) the contribution of code-switching interaction in supporting the EFL instructional process.

RESULTS AND DISCUSSION

The analysis of code-switching in online learning interaction and instruction revealed that the prominent language used was Indonesian, followed by English and Sundanese.
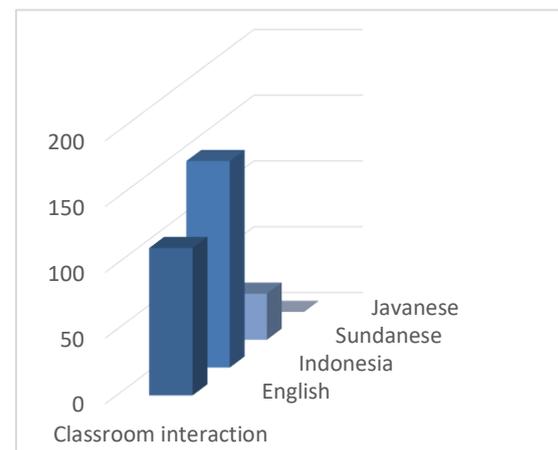

Figure 1. The frequency of language used

According to figure 1., the students acquired Indonesian more, since it is the main language used for daily activities. In classroom interaction, Indonesian came to be the first language used in classroom interaction for 74.0%, followed by English 52.8%, Sundanese 16.5%,

and none of the students clicked the Javanese language in interaction activity.

The Online Interaction in EFL Classroom

Notably, during online learning, teachers found that teaching was a difficult undertaking. The signal was the most difficult issue for them. At the moment, Google Meet or Google Room Chat are ineffective. In this scenario, several things impacted the learing interaction: 1) the communication was dependent on a stable or unstable internet connection, 2) the presence of students, and 3) the balance.

Online learning needs a proper and stable signal, while Dayeuhluhur does not support it. Geographically, Dayeuhluhur is located on Mount Subang the tropical forest with the Cibeet, Cikawalon, and Cidayeuh rivers running. Typically, this region is mostly covered by forest and rock. The route for tracking this area covers hills and valleys. Therefore, the internet connection does not run well.

Staying at home for online learning does not imply that the student is an engaged learner. Furthermore, they felt liberated by their absence. On the other hand, there are additional challenges for students who want to study but are unable to do so. They were required to assist their parents with farming, industry, and other domestic courses.

The impact of Covid-19 hits the economy/income for everyone. Furthermore, most of the family runs farming, being labor, and having a small business that has unstable income to fulfill the needs or just to top up the balance.

Online learning as a tough experience was recorded to be mentioned for certain words. In terms of geography, Dayeuhluhur needs stakeholders to get along for its development. Those that have an excellent fortune in life may benefit from facility assistance to help them get through bad times, but not everyone in society receives such benefit. Fortunately, the school provided a remedy for students who were unable to access the internet.

The disadvantage points outlined above were identified as considerations to engage the education element in Dayeuhluhur to improve.

Without a doubt, the learning activity for this scenario must be standardized.

Types of Code-switching Used in Online Interaction

The data demonstrate the result of the code-switching type. Tag switching and establishing continuity with the previous speaker mostly occur in the data, it reaches 38.4% of all the types. The tag switching is also known as emblematic switching, which tags certain phrases in one language. This type of code-switching has a purpose to emphasize the utterance, hold listeners' attention, and move the action forward (Hoffman, 1991). The words '*oke*' and '*haii*' are exclamations. Further, the word 'wkwkwmwmm' is an Indonesian abbreviation from the original meaning 'w' is *gue* (read: I) and '*k*' is *ketawa* (Laugh). So, it means *'Gue ketawa"* (I am laughing). Those examples are tag switching because they refer to holding listeners' attention while expressing happiness.

Establishing continuity with the previous speaker was the type that reached up to 38.4%. It occurs to continue the utterance of the previous speaker. The option behind switching codes is for establishing resembles because of the trigger effect. the teacher creates intimacy by advising one student after giving the story. It gives special purposes to illustrate that the teacher was triggered by the students' feedback.

Furthermore, inter-sentential switching was effectively shown at 15.5%. It was most common in a bilingual school since comprehensive reading takes time. However, it was noticed in this online engagement that it was not taken into account in extended chat response. As a result, the interaction was short. Meanwhile, the teacher attempted to offer textual instruction followed by the translation.

Another last result is intra-sentential that mentioned 7.7%. The word 'akun' is written in the middle of the clause. It refers to the phonological sentence that comes from English 'Account' becomes *akun*. The speaker maintains the original language of the terms because they are commonly known for the term. The code enables us to get the exact meaning that will be

acceptable. Alternatively, the speaker may use Indonesian, thus code-switching occurs. This is also known as the lack of register.

Students' Perception of the Implementation of Code-switching

Based on the findings, the interaction in the classroom between students and teachers was less visible since the student provided feedback or answered questions posed by the teachers in the chat room in a restricted and brief manner. As a result, the interaction between students and teachers did not appear significantly in the box remark. For example, consider the student's statement below:

"In the google classroom, I cannot address my point using full in English. Therefore, I put simple feedback to say "thank you" for sending the material. However, I still am curious about the context of instruction. it leads me to ask my friend or teacher in Sundanese to know the intention of it. (S2.23)"

On the other hand, it was possible to notice when the talk took place at home. During the interview, the students discussed over it. According to the findings reported that the use of Indonesian was implied in their communication among students. It had a major impact on their level of activity. Because Indonesian is the language used to communicate for days, and they have more opportunities to appear, the outcome was as expected. Meanwhile, Sundanese is the local language that is spoken regularly, and it is the second user in the English classroom activities. It was in line with Azlan and Narasuman (2013) that the daily language used impacts students' English activities. Nurmaidah et al. (2018) add that the teachers employ code-switching for translation, explanation, and comprehension checks. In these conditions, it is worth noting that Indonesian is the most commonly utilized language in teaching and learning. As a result, it appears more frequently than Sundanese or even English in their EFL activities. The fundamental explanation is because of habitual experience reason.

At the other moments, some students understood that Indonesian or Sundanese is merely a bridge to immerse their knowledge in a language different than the target language. Here is one of their statements:

"I can not use full English to communicate because my vocabulary is limited. Thus, I use Indonesian or Sundanese for asking the meaning to our teachers. (S2.32)"

However, at a certain time, they overused to codeswitch the language. As the questionnaire revealed that the use and the function of code-switchig are mostly because of the habitual experience. Nevertheless, the students feel okay if the teacher in the interaction activity used Indonesian or local languages. They felt convenient, and it was not a matter. For those reasons, students do not take any matter for teachers in doing codeswitch. It has a specific purpose from their perspective.

Teachers' Perception towards Code-switching Used in Interaction

According to the findings, teachers provided teaching and involvement in classroom activities; at the same time, they supplied information for each section; it required most of the time to conduct the code-switching. Indonesian is the most utilized language in their teaching and learning. They altered codes to emphasize a certain point. They utilized Indonesian on multiple instances when reviewing the data: to communicate syllabus/lesson, to give instruction, to manage class/set the scene, to clarify meanings of new/difficult words, to make students feel relaxed/comfortable/less stressed, to check students' comprehension, to explain linguistic differences between those two languages, to discuss cross-cultural issues, to explain exam instruction, to give suggestions on how to learn more effectively, and to teach cultural/religious values.

All the statements agree that code-switching is utilized for a variety of reasons; by allowing students to learn English in their style, they are better prepared to absorb it; and providing incentive and support are the best ways to carry out the aim of learning.

"We should fit the reality of our students' condition. The more we achieve the goal, the more they do not get the purpose of knowledge. We do not need to

do that. Although it takes time, it is better if they obtain the insight (Teacher 2)."

Regarding the time constraint, the teachers unanimously agreed that if the students wanted a further explanation, they should be given extra time. Unfortunately, the condition was not permitted for students in face-to-face learning, hence a more difficult condition developed.

"We allow students to see personally for discussing the material given. It brings the effective way to help students in need (Teacher 3)."

The teachers' judgment of the optimal usage of code-switching is critical in students' acquisition of English. As a result, code-switching is usually required to lead their knowledge and conceptions of the language for them to practice more of the target language. According to Gumperz (1982), code-switching plays a role in tailoring a message for someone participating in the dialogue. Therefore, the teachers allowed them to feel free for their conversation practice in Indonesian or others.

Teachers' perception of using codeswitch in English classroom activity realized them in some ways. In general, they agreed (66.7%) that codeswitch was an effective way of learning English and they cared if it would affect students' English mastery skills. As a result, Indonesian was strategically used to improve the efficacy and efficiency of the teaching-learning process. Furthermore, the local language yielded considerable outcomes in terms of absorbing the content.

During Covid-19 breakouts, the flow of teaching and learning is up and down. The result shows that 66.7% of Covid-19 has a substantial impact on English learning activities. Then, 66.7% of the time spent on English activities in the classroom had an impediment to the current situation. By instructing students in this circumstance, the three teachers here must agree that the use of English to meet the syllabus's aim is not a priority concern. The most important aspect of efficiency in delivering the meaning of the content and making the project/assignment clear. As stated in the following sentence:

"During this time, we focus on how students submit the assignment punctually, although, some of them did not. For me, it doesn't matter if they submit it. By doing so, they at least tried to obtain the material in their ways (Teacher 1)."

By expressing this, the value of code-switching is enormous. By allowing students to learn English in their way, the teacher might expect that they would be prepared to learn it well. Furthermore, providing encouragement and assistance are the most effective extra methods for carrying out the learning.

The Teacher's Role in the Online Classroom Interaction Classes

By realizing the situation of online learning, it fulfills many current conditions of the learning process in Indonesia. Given this, the learning process and the function of teachers must be adequately defined. The general phases of learning are defined in Regulation No.81a (2013) of the Ministry of Education and Culture of the Republic of Indonesia; they are the beginning and closing stages.

Based on the findings, the activity collected in the beginning stage, the teachers performed the roles of prompter and controller. Meanwhile, at the last stage, the teachers took on the responsibilities as the organizer, controller, and facilitator. Because of online learning, students were facilitated by appropriate media and particular classrooms in cases when teachers wanted to stimulate learning while the students faced specific challenges. Teachers were prepared to help the teaching-learning process by making up time if students require extra time allocation.

The Students' Role in the Online Classroom Interaction Classes

The online learning process reveals that some activities are carried out by the students. Notably, the main learning activities were to read the materials, watched the video or read the passage, and took note of what they learned. Students also had a discussion online chat room to deliver their ideas in large group discussions. At last, they submitted the assignment result after getting the task written in the google chat room. Consequently, four engagements demonstrate

students in online learning: skill, emotion, participation, and performance engagements.

Active students' might not be observable, but it can be seen through their activity in writing participation by posting in the discussion forum and doing the online test at the end of the session. Dealing with the student's participation, the finding mentioned that the number of students got the difficulties due to several factors such as accessibility affects the internet connection and the balance. Therefore, technically, it affects the students' engagement and participation during the online learning process. Cahyadi (2020), Rianto (2020), Aini et al. (2020), and Supratiwi et al. (2021) generally state that influential factors are such as internet connection, internet access, and the occurrence of technical problems in the online learning process.

The Contribution of Code-switching Interaction in Supporting EFL Instructional Process

The most common forms of code-switching utilized in EFL classroom interaction are tag switching and establishing continuity with the previous speaker, followed closely by inter-sentential switching and inter-sentential. It is nearly consistent with the findings of Ansar (2017), as quoted in Siddiq et al. (2020) who discovered that intra-sentential was prevalent in EFL Indonesia classes. Students can understand the contents better if the main materials or the key explanation are confirmed.

In terms of benefits, code-switching gives a significant impact on students and teachers. The findings were noted in line with the questionnaires, interviews, and fieldnotes. Responses to all three aspects parallel with the study of Yao (2011, as cited in Azlan and Narasuman (2012) who mention that majority of students support their teachers to use code-switching due to several reasons; 1) Lessons were easier to understand, 2) The teachers have alternative reinforcement to encourage and give better feedback to the students, 3) The learning activity is alive and more interactive, 4) By code-switching, teachers and students bond each other better in negotiating.

Utilizing code-switching, teachers agree with the usage in the classroom activity. They perceive that it should be used if the situation is needed. For example, students need to comprehend complex ideas or topics, and things related to students' needs. Low (2016) reveals that code-switching provides insights into the benefits of classroom code-switching and does help develop students' understanding of subject content. It reflects the situation in SMA N 1 Dayeuhluhur that teachers here totally agree that the use of English for covering the purpose of the syllabus is not a primary matter. In terms of efficiency, conveying the meaning of the material and bringing the project/assignment clear is the essential one. By saying this, the benefit of doing code-switching is huge.

CONCLUSIONS

The use of code-switching in EFL online classroom language is not always negative. Both teacher and students agreed to the benefits of code-switching which were giving well explanations, giving better feedback and reinforcement to the better outcomes, having an alive classroom atmosphere, and bonding better in negotiation with both teacher and students. The teachers also reflect that the aim of the EFL online classroom is not only to target language acquisition, but also the content. Furthermore, both instructors and students have mutual effects on the level of code-switching in the classroom; the quantity of code-switching utilized by students is affected by both students' and teachers' conditions. Finally, it highlights the requirement for students to employ code-switching in order to improve their English abilities. Similarly, it necessitates professional development for teachers in order to employ suitable teaching this is suited for the Covid-19 scenario. Meanwhile, the circumstance described in Covid-19 is not intended for direct learning. As a result, the alternate approach proposed by the teachers is a good one; allowing students to attend school solely to submit the assignment and

allowing them to receive more explanation privately via WhatsApp or other media.

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