

The Analysis of Code Switching in EFL Students' Online Presentation at University

Annisa Fatimatus Zahra

Student of Post Graduate in English Education Study Program, Graduate Program
annisafatimatuszahra@gmail.com
Universitas Negeri Makassar

Haryanto Atmowardoyo

haryanto@unm.ac.id
Universitas Negeri Makassar

Kisman Salija

kismansalija@unm.ac.id
Universitas Negeri Makassar

Abstract

Code-switching is a phenomenon of language exchange between one language and another which is often found in the communication of bilingual students, especially in EFL students. In this study, the researcher focuses to determine the types of code switching in EFL students' online presentations, factors that influence code-switching in students' online presentations and functions of code-switching in EFL students' online presentations. This study applied a qualitative method by applying a case study. This research was conducted at Makassar State University. The subjects of this study were twenty-one students in the first semester of the postgraduate program whose selected by purposive sampling technique. This research was obtained by using observation and interviews as instruments. The results of this study indicate that three types of code-switching appear in EFL students' online presentations, namely intra-sentential code-switching, extra-sentential or tag switching, and inter-sentential code-switching. Then, the factors that influence code-switching occur in students' online presentations are the interlocutor factor, physical situation, the topic of discourse, regional factor, and also lack of vocabulary. Furthermore, there are four functions of code-switching by EFL students during online presentations providing the keywords, explaining the material clearly, solving nervousness, and reducing tension.

Keywords: Code-switching, Intra-sentential, Tag switching, Inter-sentential, EFL students, Online presentation

INTRODUCTION

The main fact in the student's writing that difficult to learn English especially in writing. The problems faced are: they are doubtful to begin writing because they lack of vocabulary, they have limited ideas to develop a paragraph, lack grammar, knowledge, and their difficulties in applying generic structure to organize a good paragraph. (Setiawan et al (2017: 38).

Language is not only a human needed as communication tool, but also a media of transferring knowledge, world work language, and socializing tools that develops with the mastery of foreign languages such as English which in fact are international languages, or Mandarin, Arabic, Germany, France, Korea and so on that facilitate people in socialize with a wider and diverse community.

Indonesia is a country with a diversity of ethnic, cultural and regional languages that reaches around 700 kinds of languages, so that in communication often occurs a switching or mixing between one regional with another regional language. The diversity of these languages can cause difficulties for people from different tribes to communicate, so that Indonesia also has a national language as the language of unity, namely “Bahasa Indonesia”. Indonesia became the first rank as the country with the highest trilingual level (people who master or can communicate in three languages) in Asia, with around 17.4% of the population using three languages. The three languages of this trilingual are Javanese as the local language, Indonesian as the national language and English as an international language, English is a foreign language in Indonesia which is in great demand (Wallace, 2015).

As the country with the highest trilingualism, it is natural if the phenomenon of using more than one language when communicating become a common thing. We can see this from social media such as Facebook, Instagram, and YouTube, or even in our daily conversation. The use of code switching is due to various trends, cultures or languages that affect a person so that when communicating, they tend to mix or switch languages using other languages such as English or Korean either on purpose or accidentally.

Actually, there is a debate about this phenomenon of code switching, in the linguistic book, code switching shows something new on the results of the process of systematic language switching, which can reflect social construction, code switching is considered as a measure of bilingual proficiency, whereas for some the general public this is considered as an indication of language decline, in the perspective of lay people the grammar used must be in accordance with existing norms and mandated as the correct language (Bullock & Toribio, 2009).

To provide a little understanding in the perspective of ordinary people who are still less clear about this code switching, Wardhaugh (2006) explain code here is a neutral term that cover dialect, language, style, standard language, pidgin, and creole. Code is a particular dialect or language that someone chooses and uses during monologue or dialogue with two or more parties. usually, a speaker does not only use one code or system, especially for speakers with bilingual or multilingual skills in communication they usually choose a particular code when they speak and they can also decide to switch codes or mix codes even in very short sentences.

Presentation is one of the ways for assessing a person's proficiency in communication (Al-nouh, Abdul-kareem, & Taqi, 2015). However, most of the students felt afraid and avoided this feeling of shame and fear, they felt their self-esteem was at stake, even though for them self-esteem was an important factor. Their ability to communicate in front of the class depends on the views of people on them, student with high self-esteem always doubtful to their ability, they lack confidence and not be able to think realistically. They exaggerate their shortcomings to the point of forgetting their uniqueness, skills, talents and personality respectively. They continue to feel anxious and think about the opinions, judgments or criticisms of others towards them (Malisuwan, Nasongkhla, & Sujiva, 2015). According to GÜvendir, Kocabıyık, & Dündar (2020) anxiety experienced during public presentations is usually related to poor preparation and performance. So that weaken and inhibit the growth of skills to talk to them, in this situation the support and positive words when reviewing the students' appearance is very important to develop the ability of self-esteem when oral presentation.

Both online and offline learning have the same goal, namely to gain new knowledge or competencies in accordance with the material being studied, but on the one hand online learning

is also sometimes considered more interesting because this makes students do it by using new media or applications that have various features -interesting features that can increase student motivation in the learning process (Andriani, Syaifullah, & Kasriyati, 2021).

Muilenburg & Berge (2007) argued that the use of online platform helps teachers to stay connected with students and monitor their progress through discussion and interaction of students with the teacher, online learning has proved effective. According to a survey conducted by Higgins, Murphy, & Hogg (2020) found that students feel that online learning through certain platforms is not a barrier but it can benefit them more, for example using the Microsoft Teams platform can increase student confidence and also facilitate group communication so they can work together very well. some students commented that they prefer to do presentations online rather than face to face although usually this is recorded but they do not feel better because they do not meet the teacher or examiner in person, sometimes their gazes make students feel depressed, therefore online presentations make they are more confident.

Online learning is also carried out by Makassar State University (UNM) Postgraduate students majoring in English, the lecturers and students who continue to do distance learning using applications such as Zoom meetings to facilitate their teaching and learning activities. As for the activity that is most often made is presentation either as individuals or in groups. As EFL students who use more than one language, it is possible to use several languages in speaking, or change the language from English to Indonesian which is better known as code switching when students explain their presentation material. Furthermore, online presentation is also something new for some students, therefore researchers are interested in conducting this research to find out what types, factors, and functions of code switching appear when students present their material in front of the class. Researchers are interested in conducting research with the title “The Analysis of Code Switching in EFL Students’ Online Presentation at University”.

Based on the background above, this research would explore about the types, factors, and functions of code switching that use by EFL in their presentation. The research questions of this research are:

1. What are the types of code switching in EFL students’ online presentation?
2. What are the factors that influence code switching in students' online presentations?
3. What are the functions of the code switching in EFL students’ online presentation?

In relation the explanation above, the purpose of this study is:

1. To find out the types of code switching in EFL students’ online presentation.
2. To find out the factors that influence code switching in EFL students’ online presentation.
3. To find out the functions of code switching in EFL students’ online presentation.

METHOD

Research Design

This study used a qualitative research design. According to Neuman (2014) a qualitative research is a process of immersing yourself completely in the collection of various data sources while remaining alert and open to all new insights that can be discovered during the data collection process. Furthermore, the data collected can be used to help narrow down possible answers needed by the research question.

Research Subject

This research was conducted in the Postgraduate Program at Makassar State University. Researchers involved postgraduate students in the second semester of English education department in academic year 2020/2021. Therefore, the subjects of this study came from class D, the number of research subjects was 21 students who were observed for their presentation activities, then there were 7 students interviewed who came from various regions.

Research Instruments

In collecting the data, the researcher used two kinds instruments, those are observation and interview. Moreover, to make clear about the research instrument, it will be explicated below:

a. Observation sheet

Observation according to Cohen, Manion, & Morrison (2018) means a research procedure that has the potential to produce more valid, authentic data, in accordance with existing facts and cannot be denied. In observing students, the researcher focuses on code switching that occurs in the speech of EFL students during presentations. Researchers attended four meetings in student online classes from February 24th 2021 to March 19th 2021, but due to technical factors only two meetings were successfully recorded via the Zoom meeting application. The results of this recording greatly facilitate researchers in collecting and analyzing code switching that occurs during presentations.

b. Interview

Cohen et al. (2018) argued that the interview allows the interviewer and resource person to discuss their respective interpretations of a problem or phenomenon that is expressed through their own point of view. The interview is a flexible tool which can be used in data collection, interviewing as well allows multi-sensory channels to be used such as verbal, non-verbal, seen, spoken, heard and, indeed by online interview, written.

In this study the researcher asked eight core question items followed by probing questions if needed in the interview. Interviews were conducted through the WhatsApp application, especially using voice notes, but there were also students who chose to be interviewed using text only. The facilities of the WhatsApp application make it easier for researchers to collect and analyze data from respondents, because the information or answers to the questions asked will be automatically recorded and stored on the device used when the interviewer and respondent exchange voice notes or text. So that when researchers want to transcribe and analyze data, it will be easy to play back. The researcher used interviews to identify students' perceptions of the factors, and the function of the code switching they performed.

Procedures of Collecting Data

To obtain data using both observation and interview instruments, while the steps are:

a. Observation

- 1) First, the researcher asked permission from the lecturer who taught the course in class to observe and record the student presentation process (17th February 2021).
- 2) Second, the researcher also asked permission from the leader of class D to be studied, then the researcher briefly explained the purpose of this research to be conveyed to his class mates.

- 3) Third, the researcher participates in online classes of students who are the subject of this study. Researchers made this observation in four meetings (24th February to 19th March 2021).
- 4) Fourth, the researcher observes and records student presentations when explaining the material, so this makes it easier for the researcher to analyze the code switching that occurred at that time.
- 5) Fifth, after the recording was obtained, the researcher transcribed the students' speech during the presentation and then analyzed it to obtain data.

b. Interview

- 1) First, the researcher asked the leader from class D the telephone numbers of students who made presentations in class and then conducted interviews via the WhatsApp application.
- 2) Second, after getting the phone numbers of the students, the researcher contacted the students one by one through the WhatsApp application, then made a brief introduction to find out background information from the respondents.
- 3) Third, the researcher gave brief information to the students about the purpose of this interview and at the same time asked for the students' consent to be interviewed.
- 4) Fourth, the researcher started the interview by asking one by one of the 8 questions in the interview guide. There were 7 students who were interviewed from different regions. This interview was conducted on the 28th March 2021, the details can be seen in Appendix 2 of this study.

Technique of Data Analysis

In analyzing the observation and interview data, the researcher used “flow model” based on Miles, Huberman, & Saldana (2014) concept is an interactive model that classifies data analysis into 3 steps, as follows:

a. Data Condensation

Data condensation is a process related to selecting, focusing, simplifying, abstraction, or transforming data that appears in a complete corpus (body) based on written field notes, interview transcripts, documents, or other empirical material.

b. Data Display

Data display is a collection of various kinds of information that has been organized and compressed making it easier to draw conclusions and actions. The researcher displays the data into a narrative text, and the data is arranged collectively so that the researcher can draw conclusions from the data the researcher gets.

c. Drawing and Verifying Conclusions

By using this technique, the conclusions that the researcher reaches about absurd and doubtful data require verification. Verification is done by reviewing data condensation and data presentation so that the data conclusions are valid.

FINDINGS

The findings of this study were divided into three parts: 1) the types of code switching in EFL student presentation. 2) what are the factors that cause students to use code switching. 3) the code switching functions performed by students.

The Types of code switching in EFL students' online presentation

This section is to answer the first research question, which is about the types of code switching in EFL students' online presentations. To answer this question, the researcher made observations to find code switching during the presentation process. based on observational data it was found that there were three types of code switching that occurred when students made online presentations, as follows:

a. Intra-sentential code switching

Inter-sentential switching is a type of code switching that occurs at sentence or clauses boundaries, this switching uses a different language. Based on data obtained from recordings of EFL students' online presentations, it was found 17 times that students did this type of code switching and judging by the case, students tend to do code switching in the middle of a sentence because they want to clarify the meaning of difficult words or they also forget the vocabulary of certain words.

b. Tag switching

Code switching involves only a slight combination of the two languages. according to Poplack (1980), the insertion of a tag in a speech has almost no consequence on the rest of the sentence after or before it because tags do not have certain syntactic boundaries. Based on the data in this study, it was found that students inserted tags in their sentences 6 times. As for the tags inserted, they don't only come from their first and second languages, but there are also tags that come from regional languages.

c. Inter-sentential code switching

Intra-sentential code switching that occurs in a sentence requires a lot of integration, so generally this type of code switching is only used by people who master two languages. However, it is also possible that bilinguals who are not fluently will do it because usually this type of code switching occurs naturally. Based on the findings of researchers on recordings of students' online presentations, it was found that 28 times this type of code switching was carried out by students. Most of this happens when students want to clarify the meaning of the sentence or subtopic of the previously mentioned material in English.

The factors of code switching in EFL students' online presentation

This section is to answer the second research question, which is about the factors of code switching in EFL students' online presentations. based on observational data and interviews conducted by researchers, five factors were found that influence the occurrence of code switching when students make online presentations, namely:

a. Interlocutor factor

The interlocutor factor is one of the factors found to influence code-switching in students' online presentations. That's because students adapt to the language used by their interlocutors. based on research data, students who initially spoke in English but the other person suddenly responded using Indonesian, then he would switch to the same language as the other person.

b. Physical situation

Physical situation was another factor found that affected physical situation. This factor is stated in Kim's theory. If the situation or the environment used certain language, the students switched their language to the certain language in the situation or the environment. In addition, they also switched their languages to make it suitable with the atmosphere of the place.

c. Topic of discourse

Topic discourse is an important thing known by students. By knowing the topic discourse, they can express ideas in front of many people. However, not all of them can understand the topic discourse well. Furthermore, those who have the topic discourse tend to do not know the topic that they want to convey. One of the factors was found that affected code switching in EFL students' presentation is topic discourse.

d. Sosial status

Another factor affected the students' online presentation is regional factor. Who have moderate self-efficacy level in speaking performance was task complexity. It was because the student tended to switch her language when communicated to her elder friend.

e. Lack of vocabulary

Lack of vocabulary is also factors affecting code switching in students' online presentation. In this research, it was found that this factor affected the student switched her language to another language.

The functions of code switching in EFL students' online presentation

This section is to answer the third research question, which is about the function of code switching in EFL students' online presentations. Data from interviews with EFL students in this study revealed that there are four functions of code switching, namely

a. Providing keywords

Providing keywords can be the important part when conveying the main idea of the topic to others. Since the presentation started with English language and the explanation became detailed, the speaker sometimes switched from English to Indonesian to provide the key words, so it can make understandably explanation to audience.

b. Explaining the material clearly

This function is trying to help the speaker to make an easy explanation to the audience. In terms of explaining the material clearly, the speaker presents the idea of the topic into Indonesian language, because Indonesian is the first speaker's language, so it may help speaker to explain clearly the main idea and also to make the audience easy to understand the explanation.

c. Solving nervousness

The next function is solving nervousness. This function makes the speaker continue the explanation by bridging the gaps of the explanation and bringing a comfortable feeling to the speaker, so the speaker can avoid the nervousness during the presentation.

d. Reducing of tension

This function is one of the reasons why the respondent changed the language during explanation. It can be as a mechanism used by respondent to avoid gaps in explaining the topic presentation, which may result a good atmosphere between the speaker and audience.

DISCUSSIONS

The types of Code switching in EFL students' presentation

To know about the types of code switching the researcher used classroom observation from zoom application. In types of code switching divided into three parts. The first one is intra-sentential switching which is the shift words or phrases other language in one sentence. It relates to Kebeya (2013) who claim that intra-sentential switching relate to the switching that occurs

inside the same sentence or clause which then contain elements of both languages. In this case the students used intra-sentential switching when he explained the material. From all the extracts it can be comprehended the switching that is done by the students while presentation process the students tried to explain the material in English language after that the students switch into Indonesian language to make the explanation clear, or the opposite the students explained the word in Indonesian language and then the students translate the word into English language. In short, the students used this type when tried to give complete explanation or to give the example to the audience when delivering the presentation.

The second of the types code switching is tag-switching which is known, it happened when a bilingual insert short expression from different language in speaking process such as the switching happened in front, middle or in the last of the speaker's utterance. Tag switching does not change the meaning of the sentence because it just a short word that give the expression to the sentence. for example, in the extract found in tag-switching case the word "kan" in the last of the interrogative sentence spoken by the student. In this part the students used tag-switching to make sure that the speaker already knows clearly what the contents of the question.

The third is inter-sentential switching. This type is also found in data as result of students' presentation. Inter-sentential switching refers to switch the language between clause and sentence, in this case means one clause in one language and others in other languages. This statement is supported by Tatsioka (2010) which states that inter-sentential switching is explained as the switch both sentence boundaries, which one sentence is in one language in other in another. The way is used by the students to make the audience understand what the speaker he explained to them. Other side the students used this type of code switching in communicating when they tried to repeat their explanation and also the students often used inter-sentential switching when they forget the word that they need to say or mention. Moreover, when they students tried to give example of their explanation the students used inter-sentential switching to emphasize the meaning or to give clear description to the audience. Therefore, this type of code switching is used by the students when gave the clear explanation, giving the example or forgetting or repeating the word to the audience.

The factors of Code switching in EFL students' presentation

As for the factors that influence code-switching in online presentations of EFL students based on the results of this study, namely the interlocutor, physical situation, topic of discourse and social status. Then another factor was found besides the theory from Kim (2006) namely the lack of vocabulary, so that students tend to change the code to their mother tongue when they try to explain something that is difficult for them to explain by using a foreign language in explaining material during their presentations.

Lack of vocabulary is the factor that is used by the person as the common reason for bilingual and multilingual people to switch their language is because of lack of the equivalent lexicon in languages (Amamah, Bouti, & Malabar, 2021)

The functions of Code switching in EFL students' presentation

This section focuses on the function of code switching based on video recordings and the results of the interviews developed by the researchers to the respondents. Harmilawati (2018) said the function of code switching can vary according to the context, situation and topic of

conversation. the functions written in the findings above can be considered in different contexts and situations, namely providing keywords, explaining material clearly, solving nervousness and reducing tension. providing keywords is a useful function for conveying keywords by changing the language so that the audience can easily understand the explanation of the material, especially when it comes to detailed information about the topic. As Harmilawati (2018) in her research said that code switching is needed to make a simple explanation of the topic given, so that the audience can easily understand the topic presented.

Next, explain the material clearly when presenting the material in front of the audience. This function is effectively used in the middle of an explanation or in the question and answer section when a situation is needed to provide further explanation of the material provided and help the audience understand well the intent of the speaker's sentence. the next function is solving nervousness, code switching is also used by students during presentations when they feel nervous while giving presentations, so to reduce these feelings, students tend to switch to languages they are better at. The last function that researchers get from respondents is to reduce tension. This is a function of code-switching that can make the respondent avoid gaps when the explanation reaches the most difficult part.

CONCLUSIONS

Based on the findings and discussions in the previous chapter, the researcher presents the conclusion as follows:

1. In this study, three types of code-switching appear in EFL students' online presentations, namely intra-sentential code-switching, extra-sentential or tag switching, and inter-sentential code-switching as well. This is to the theory of Poplack (1980) which also says there are three types of code-switching, namely intra-sentential, extra-sentential or tag code-switching, and inter-sentential code-switching.
2. Five factors that influence code-switching occur in students' online presentations are the interlocutor factor, physical situation, the topic of discourse, regional factor, and also lack vocabulary.
3. The researcher found four functions of code-switching by EFL students during online presentations. The first is providing the keywords, the second is explaining the material clearly, the third is solving nervousness, and the last is reducing tension.

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