

FULL ENGLISH OR CODE-SWITCHING: STUDENTS' PERCEPTIONS ON ONLINE CLASSROOM LANGUAGE

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Abstract: *Online learning has become one of the ways to deal with the COVID-19 problem. Regulation to socialize the social distancing movement forces many fields, including education, to adapt to face this problem. As a result, face-to-face learning turns into online learning. In online learning, a lecturer can maximize the use of language as a teaching medium as is done in face-to-face learning. Specifically, in English Language Teaching (ELT), there is a possibility to use both Indonesia (L1) and full English language (L2) to explain the lessons. This phenomenon is called code-switching. Therefore, this study investigated students' perceptions of their lecturers' code-switching and to find out the types of code-switching applied by the lecturers in the online classroom at English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. This research is a descriptive qualitative study using classroom observation, questionnaires, and interviews of the participants. The result of the research showed that 86% of students agree that lecturers should use code-switching (CS) in the teaching-learning process, while 14% disagree about code-switching uses. Meanwhile for types of code-switching, the results showed that the types of code-switching used by the lecturer are (4%) tag CS, (45%) inter-sentential CS, (45%) intra-sentential CS, (0%) situational CS, and (6%) metaphorical CS.*

Keywords: full English, code-switching, online learning, perceptions

INTRODUCTION

Education is defined as someone's learning experiences throughout his life (Mudyahardjo, 2001). The main point of education is to learn something. While learning, there is a process of acquiring knowledge or skills through study, getting experiences, and being taught by a teacher. In a normal situation, teachers teach their students directly at school, university, or other educational institutions. There is a live interaction between teacher and students to deliver the materials, called face-to-face learning. This learning ensures a better understanding and real participation of lesson materials and gives students a chance to bond with each other.

Unfortunately, a current phenomenon happens worldwide and affects the teaching and learning process (face-to-face learning). Coronavirus disease 2019, also known as Covid-19, is one of the largest pandemics that occurred in the world. At the end of 2019, the world was shocked by this virus outbreak which infected almost all countries worldwide. The Indonesian government has taken several steps to solve this extraordinary case; one is socializing the

social distancing movement. This concept means that to reduce or even break the chain of covid-19 infection, people must maintain a safe distance from others at least two meters long. It is not allowed to make direct contact with other people, and mass gatherings must be avoided. Those regulations force many fields, including education, to make new adaptations to face this problem. It has disrupted the normal function of educational institutions such as schools and universities. As a result, face-to-face learning turns into online learning.

Gonzales and Louis (2018) define online learning as learning carried out from a distance assisted by electronic devices, such as tablets, smartphones, laptops, and computers that require an internet connection. The online instruction quality could determine how much a student learns (Jacobs, 2013). It can be maximized by using language as a teaching medium to achieve student understanding in face-to-face learning. The language used must be considered a problem due to the limited interactions that can be done in an online classroom.

The same things happened in English Language Teaching (ELT) in Indonesia since English is categorized as foreign. It is common to use both Indonesian and English in the teaching-learning process to explain the lessons. This phenomenon is called code-switching. Hymes (1974) stated that code-switching had become a general term to alternate two or more languages, varieties of language, even speech styles. For example, English as a foreign language into Indonesian as the first language. In addition, Wei in Cárdenas-Claros & Isharyanti (2009, p. 68) defined code-switching as a code commutation (alternation) that occurs at or above clause level.

This phenomenon is also common at the university level, especially in the English Language Education Study Program. Lecturers usually did code-switching consciously or unconsciously while providing the materials. Hutaeruk (2016), in her study about code-switching in bilingual classes at Bunda Mulia University, revealed that lecturers used code-switching to explain the content subject to the students better. They do code-switching to prevent misinterpretation. Then, whether this phenomenon can affect student learning outcomes also depends on the students' perceptions, especially if it is done on online learning. The literature and previous work on code-switching in the classroom are abundant. However, most of them were on face-to-face learning, which in its implementation is in a live interaction.

Fareed et al. (2016) investigated the perceptions of Pakistani students towards teachers' code-switching during English lectures at the tertiary level in their research entitled "English Language Teachers' Code-switching in Class: ESL Learner's Perceptions." The findings of the study revealed a positive attitude of the students towards teachers' code-switching.

However, some of the students believed that code-switching by teachers restricts their exposure to English.

Similar to Fareed et al. (2016), Rahayu (2019) conducted a study of code-switching by the teacher and the students, specifically teaching English speaking skills. Rahayu conducted this study to find the types and functions of code-switching used by the teacher and the eighth-grade students at SMPN 1 Sambit and the students' perceptions of using code-switching. This research showed that the most uses type of code-switching is inter-sentential code-switching. It also described the functions of code-switching are participant, solidarity, and topic switch. Meanwhile, for the students' perception, most of them agreed that using code-switching in the English teaching-learning process is necessary to help them understand the complex content, and the teaching-learning process can run well. This result is in line with Hakim et al. (2019) in their study entitled "Students' Perception Toward the Use of Code-Switching Use in EFL Classroom," which shows that most students agree on code-switching in the classroom. They perceive code-switching from their teacher helps them improve their English skills, especially in listening skills. The students also respect teachers who use code-switching rather than full English language because they feel comfortable and confident studying English. All of the previous works revealed that code-switching mostly has positive perceptions from students on different levels of education, specifically in offline classrooms.

Related to the explanation above, it can be concluded that code-switching help students in understanding the material. Students' perception of the use of language, whether it is full English or code-switching, in the online teaching and learning process may be different for every student. Some students may think that delivering the material using full English language is an excellent way to increase English ability rather than code-mixing or switching. Other students may believe that using full English is not good since it is difficult to understand the material.

Based on the different perceptions among students, the researchers want to analyze and observe their perceptions. It is needed to help the teaching and learning process, especially in English Language Teaching in online learning. This research focuses on students' perceptions of the phenomenon of code-switching. In addition, the researcher also focuses on types of code-switching used by the lecturers to get the information and supporting data of students' perceptions. Therefore, the researchers intend to conduct a study titled "Full English or Code Switching: Students' Perceptions on Online Classroom Language."

REVIEW OF LITERATURE

Code-Switching

Definition of Code-Switching

Code-switching happens because of someone's ability to use more than one language in their everyday life. Indeed, as they speak to each other, they have reasons why they change their language. It possibly depends on the situation and the condition. Changing the language would be better because they choose to use another language in conversation.

Hymes (1974) stated that code-switching had become a general term for alternate people of two or more languages, varieties of language, event speech styles. It happens when someone switches one language to another language, for example, English as a foreign language, into Indonesian as the first language. It is in line with Chaer & Agustina (2004, p. 115), who state that code-switching uses two languages (or more) by a speaker in the same communication event. The statement defines code-switching as a language material consisting of two languages or more spoken by the speakers in the same conversation. On this occasion, all of the participants (including the speaker and the hearer) also talk or at least understand both languages in use. Then, according to Sert (2005), speakers do code switch to define situations as they wish and convey nuances of meaning and personal intention.

Based on the theories above, it can be concluded that code-switching is a situation when people switch one language to another language when they speak to convey meaning and information clearly in the same communication event.

Types of Code-Switching

According to Jendra (2010), code-switching can be categorized into two different categories such as grammatical and contextual categories. In the grammatical category, which is based on switching, codes are found in sentences or utterances, while the contextual category is based on why people switch.

The grammatical category has three types of code-switching as tag code-switching, inter-sentential code-switching, and intra-sentential code-switching based on Poplack (1980):

Tag code-switching

This type happens when inserting a short expression (tag) from one language into an utterance entirely in the other language. Sometimes, it is located at the beginning or the end of the utterances. The switch is simply an interjection, sentence filler in the other language that serves as an ethnic identity marker. Tag is usually used to emphasize something in your sentence and intend to make a polite impression. By adding tags, people avoid a firm order.

For example: “Don’t go outside, *janji ya?*”

“She said you already finished the assignment, *ya nggak?*”

Inter-sentential code-switching

Appel & Muysken (1987) explained that Inter-sentential switching alternates in a single discourse between two languages. The switching occurs after a sentence in the first language has been completed. The next sentence starts with a new language or, on the other hand, means that inter-sentential code-switching occurs between a different number of sentences. We can simply define it as code-switching that happened at the sentence level.

For examples:

“His girlfriend is so beautiful. *Dia punya selera yang bagus.*”

“Your mother must be proud of you. *Kamu tidak boleh menyerah!*”

Intra-sentential code-switching

This type is the most complex type between these three kinds of code-switching. Poplack (1980) argues that intra-sentential code-switching refers to switching from one language to another in a sentence involving the syntactic units of words, phrases, or clauses.

For examples:

“*Aku harap* you do the science project immediately after this class.”

“Please help me *membuat* cake *untuk mereka*, they look so hungry.”

Meanwhile, according to Wardhaugh & Fuller (2021), the contextual category has two types of code-switching, namely situational and metaphorical code-switching.

Situational Code-Switching

This type appears when a sudden change of the situation causes bilingual switches from one code into another. The factors of choosing a code could be the setting and the participant. For instance, there is a situation when the Indonesian language switches to English (foreign language) because of an English native-speaker friend (additional participant). Example in the form of dialogue:

Lisha : *Sepertinya karena pengaruh budaya negara mereka.*

Rayyan: *Mungkin saja. Aku pun tidak tahu.*

Kate : Hi, guys. What are you doing?

Lisha : *Wah kebetulan ada Kate.* We want to ask you about something. Can you help us?

Metaphorical Code-Switching

Metaphorical code-switching occurs due to a change in perception, the topic of the conversation, or even the purpose. It perhaps tries to change the listener's feelings toward the situation. For instance, the teacher delivers a formal lecture in English, but suddenly, the teacher switches the language to the first language to encourage students to discuss.

METHOD

Research Design

The researcher uses a descriptive qualitative analysis as a research method. Descriptive qualitative research is designed to gain information regarding the current status of the phenomenon. In this case, it is about the teaching and learning process in an online classroom that the researcher attempts to describe specifically on students' perceptions of the use of language by the lecturers in the online classroom.

Participants

The English Language Education Study Program of Universitas Lambung Mangkurat, which held online learning in the pandemic era and implemented full English and code-switching on the teaching-learning process, was chosen as the setting of the study. The samples of this study were 42 English Language Education Study Program students of Faculty of Teacher Training and Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia. Since the beginning of pandemic covid-19 in 2020, those students have had online learning in all courses of their study. They were chosen because the researchers also analyzed one lecturer called L1 who teaches them in the online classroom. The analysis of the L1 is to know the types of code-switching used by L1 in the teaching-learning process.

Instruments

In this study, the researchers use observation, questionnaires, and interviews. For the observation, the researcher uses non-participant observation to observe the subject. The researcher is not interacting or participating but is still present in the action scene. Classroom observation is important to determine the types of code-switching used by the lecturer during the teaching and learning process in the online classroom. The observation was already conducted four times due to the limited synchronous class by the L1. Because it is held in the online classroom, the researchers recorded the teaching-learning process using screen recording to document the lecturer's speech during observation. At the same time, the researcher filled the observation sheet by presenting the checklist and writing the utterances.

For the questionnaire, there are 25 questions related to the use of full English and code-switching in the online classroom. There are three parts of the questionnaire, (1) face-to-face learning vs. online learning was on questions number 1—3 (3 questions); (2) full English uses on online classroom was on questions number 4—12 (9 questions); and (3) code-switching uses was on questions number 13—25 (13 questions). The questionnaire was adapted from Young & Norgard (2006), Fareed et al. (2016), Ling et al. (2014), and then modified by the researcher to relate it with the online learning situation. However, specifically on code-switching, the statements were taken from Moskowitz's FLINT (Foreign Language Interaction) analysis system in Brown (2001, p. 170). All of the questions provided with the YES/NO answer with an additional column to explain their reasons for giving further information. Then for the interview, the interview questions were the summary of the questions listed on the questionnaire. The participants were asked the questions to confirm and crosscheck the participants' answers written on the questionnaire.

Data Collection Procedures

The researcher used three instruments for this study to collect the data, which means that the technique is called triangulation. Triangulation is the collection of research data or information using two or more sources to gather the information (Cohen et al., 2005, p. 141). Creswell stated that collecting data means identifying and choosing individuals for a study, gaining their permission to study them, and gathering all information by asking questions or observing the subject's behaviors. As explained in the previous point, there are three forms of instrument: classroom observation, questionnaire, and interview. These are the following steps for collecting the data:

1. The researchers do the classroom observation to get the data about the types of code-switching used by the lecturer during the teaching and learning process in the online classroom.
2. Then, the researchers will distribute the questionnaire to collect data about students' perceptions of their lecturers on using full English or code-switching language.
3. Furthermore, the researchers conducted interviews with some students based on the result of the questionnaire. The interviewers will be interviewed based on their perceptions and experiences using language in their online classroom.

Data Analysis

After all data is collected using data triangulation such as classroom observation, spreading questionnaires, and conducting interviews, the researcher starts to analyze the data.

The researchers intend to use the coding method to analyze students' perceptions. (Saldana, 2021) defines that in a qualitative study, code is a term or short phrase that symbolically assigns a summative, salient, essence-capturing, and evocative attribute to a portion of language-based or visual data. The data can consist of transcripts of interviews, field observation notes of participants, papers, documents, literature, objects, photographs, video, websites, email correspondence, etc., in this study. The data is in the form of questionnaire data and interview transcripts. Therefore, the researchers use several steps in analyzing the data from the questionnaire and interview as follow:

a. Prepare and organize data.

In this step, the researcher starts to identify the result from the questionnaire and interview descriptively.

b. Review and explore the data.

The data from the interview result were transcript in written form. Then, the number of positive and negative perceptions was counted based on criteria guideline from Minister of State Apparatus Empowerment Judgement No. KEP/25/M.PAN/2/2004 on the Society Satisfaction Index. This index was addressed to lecturers as government employees in the education sector. This study will interpret students' perceptions toward lecturers' proficiency in language teaching.

Table 1. The Criteria Guideline

The Interval Data of Perception	The Converted Number to Letter	The Converted Number of Criteria
25,00% - 43,75%	D	Poor
43,76% - 62,50%	C	Fair
62,51% - 81,25%	B	Good
81,26% - 100,00%	A	Excellent

a. Create initial codes.

After exploring the data, the researchers create an initial code according to the respondents' answers.

b. Review those codes and revise or combine them into themes.

All the codes found in the previous step will be combined into themes to produce a research result.

c. Present research results in a cohesive manner.

Moreover, the second data analysis is for classroom observation to find the types of code-switching used by L1. The researchers prepare data for analysis by observing the video recording of the online classroom, writing code-switching utterances conducted by L1,

comprehending all data related to types of code-switching based on Poplack (1980) and Wardhaugh (2021), and filling the observation sheet by presenting the checklist on each utterance.

RESULTS AND DISCUSSIONS

In this section, the study results are explained along with the discussion of each research question. The first research question is about the students' perceptions toward the use of language (full English or code-switching) on online classroom language.

Students' Perceptions on Online Classroom Language

This part consists of students' perceptions of face-to-face and online learning implementations, total English uses in online classrooms, and code-switching.

Students' Perceptions on Face-to-Face Learning vs. Online Learning

The questionnaire and interview for students' perceptions on online classroom language were analyzed and found some initial coding. Then, the researchers reviewed, revised, and combined all initial coding into a big theme to get the final result (Table 2).

Table 2. Students' Perceptions on Face-to-Face and Online Learning

Theme	Initial Coding
Learning Interaction	1. Internet Connection
	2. Problems in Assignments
	3. Misunderstanding
Learning Motivation	1. Freedom of Learning
	2. Flexible Learning
	3. Distraction
Learning Environment	1. Real Participation
	2. Focus on Learning
	3. Online Application

Their answers led the researchers to problems on online learning and the effects on classroom language. It can be seen from Table 2 that three main factors influence students' perceptions regarding both learnings. There are learning interaction, learning motivation, and learning environment. They stated that these three factors influence their learning process since the sense and atmosphere of both learnings are totally different based on each coding found on their answers to the questionnaire.

The first factor is learning interaction which consists of internet connection, assignments, and misunderstanding. Most of the students stated that the intensity of interaction on online learning has minimum uses rather than face-to-face learning. One of the factors is the influence of the internet connection. Sometimes, it makes students have difficulties interacting

in doing assignments, whether in individual or group. The problem in internet connection also causes misunderstanding between student—lecturer or student-student.

The second factor is learning motivation. Most of the students stated that online learning gave them “freedom of learning”; they don’t need to follow the rules as same as attending face-to-face learning such as using appropriate clothes, focusing on the lecture, or eating some snacks. Online learning also provides flexible learning to attend the class everywhere they can. Apart from those two things, students said that online learning has distractions on its implementation, for example, from students’ surroundings. Then, those three factors affect students’ learning motivation: laziness and lack of spirit in the learning process.

The third factor is the learning environment. Coding number one is related to the sense of actual participation when students learn online learning. The learning process was limited by the screen, students and lecturers could not meet each other, and sometimes it had no immediate feedback, whether from the lecturer or students. Then, related to distractions on the previous theme (learning motivation), online learning also makes students less focused on their learning process and makes the learning environment less effective. In addition, the absence of “real” classmates and honest discussion make the learning process less authentic. However, some students revealed that online learning made them more updated toward technology and other modern learning media.

Then, the next section is revealed about students’ perceptions of the use of the whole English language and code-switching.

Students’ Perceptions on Full English Uses on Online Classroom

First, the researcher calculated the number of students’ perceptions of full English in the form of a percentage based on previous criteria guidelines (Table 1). It showed students who support full English use in online classrooms (YES answer) and students who did not support full English use (NO answer). It can be seen in Table 3 below:

Table 3. Full English Uses on Online Classroom

No.	Statement of the Item	Yes (+)	No (-)
1	Full English language by the lecturer is easily understood in the online classroom.	29%	71%
2	Full English language by the lecturer motivates you to pay attention to him/her in the online classroom.	76%	24%
3	Full English language is a way to increase English skills.	93%	7%
4	Full English language affects students to keep active to participate in the online classroom.	19%	81%
5	Full English language affects students’ vocabulary mastery.	86%	14%
6	Full English language affects students’ writing skills.	52%	48%
7	Full English language affects students’ reading skills.	69%	31%
8	Full English language affects students’ listening skills.	90%	10%

9	The lecturer should use full English language in online classroom.	24%	76%
Average		60%	40%

The result of students' perceptions toward the implementation of the full English language in the online classroom is in a fair category (60%). In the percentage above 80%, it was found that most of the students claimed full English language as a way to increase their English skills (93%), especially on students' listening skills (90%). In addition, full English language also has a significant positive impact on students' vocabulary mastery which showed at 86%. This result indicates that full English language is still used due to some factors explained in the additional column. It has the same treatment for 40% of students who disagree about using the full English language in the online classroom. The lowest percentage was 19%, which indicates students' activeness in the online classroom. It means that full English language tends to make students more silent due to some factors described in the data below.

The researchers analyzed the data and found some initial coding. Then, it reviewed, revised, and combined all initial coding into a big theme (focused coding) to get the final result (Table 4). As mentioned before, there were YES and NO answers. YES answer stands for positive perception toward full English language, while NO answer stands for negative toward full English language.

Table 4. Students' Perceptions toward Full English Uses on Online Classroom

Theme	Coding
Positive Perceptions	
Improvement in English skills	1. English is a Must
	2. Accustomed using English
	3. New Vocabulary
Learning Motivation	1. Feel Motivated
	2. Desire to Understand
Students' Personality (to lecturer)	1. Good Delivering of Materials
	2. Respect the Lecturer
Negative Perceptions	
Students' Personality (to themselves)	1. Lack of Confidence
	2. Lack of Motivation
	3. Lack of Vocabulary
	4. Confusion
Learning Interaction	1. Audio Interference
	2. Misunderstanding

Table 4 shows five major themes found on students' perceptions. The researchers divided the themes into positive and negative perceptions based on the coding. In the positive perceptions, there are three themes: improvement in English skills, learning motivation, and related to students' personality to the lecturer.

Students' improvement in English skills was the highest percentage among other statements which showed in table 4. Most of the students claimed that full English language is a must, especially for English students. It creates an English environment in online classrooms to use the English language and increase their vocabulary mastery.

Then, learning motivation could appear within themselves to understand what the lecturer explained. Students' motivation and desire to understand learning materials will come up if the lecturer uses full English. Some of them stated that they would miss the material and get confused if they ignored the lecturer. In addition, students consistently pay attention to the lecturer because it is a way to respect the lecturer, especially if the lecturer has a good way of delivering material.

Although the advantages of full English use in the online classroom are already described above, full English uses are also proved by the disadvantages like the effects on students' personalities, caused by problems in interaction on online learning. Factors such as lack of confidence and lack of motivation appeared if the lecturer taught students to use the full English language. Some were afraid to express their idea due to a lack of vocabulary or even confusion in understanding the lecturer's talk. Moreover, because full English language held on online learning, 40% of students was not fully considered due to the audio interference such as from internet connection, a distraction from the environment, and sometimes it leads to misunderstanding between the lecturer and students in comprehending the learning materials.

Students' Perceptions on Code switching Uses on Online Classroom

First, the researchers calculated the number of students' perceptions on code-switching uses in percentages based on previous criteria guidelines (Table 1). It showed the data of students who support code-switching uses in online classrooms (YES answer) and students who did not support code-switching uses (NO answer). It can be seen in Table 5 below:

Table 5. Code-switching Uses on Online Classroom

No.	Statement of the Item	Yes (+)	No (-)
1	Code-switching makes the student understand the lecture easily.	88%	12%
2	Lecturer's code-switching help student in understanding concept in the online classroom.	98%	2%
3	Lecturer's code-switching gives students the confidence to speak and participate in the online classroom.	90%	10%
4	Lecturer's code-switching motivates the student to work in that course/subject.	93%	7%
5	Lecturer's code-switching affects classroom situations.	95%	5%
6	Student will understand easier if lecturers give a question in a way he/she switches their language to Indonesia.	90%	10%
7	Lecturer's code switching in quoting someone	86%	14%

8	Lecturer's code switching in clarifying speech	83%	17%
9	Lecturer's code-switching for the task instructions (giving directions) helps the student understand the task better.	93%	7%
10	Lecturer's code-switching in giving responses or feedback is easier to understand.	79%	21%
11	Lecturer's code-switching makes the student not confused.	83%	17%
12	Lecturer's code-switching does not weaken students' English.	69%	31%
13	Students prefer to use code-switching in the online classroom.	71%	29%
Average		86%	14%

It can be seen that the average score "YES" answer on students perceptions' toward code-switching uses is 86%, and 14% of students gave a "NO" response. Eighty six percent is between 81,26% - 100,00%. This result indicates that the students' perceptions of code-switching use on online learning are excellent. This positive perception is also supported by their responses to additional columns provided and the interview conducted after the questionnaire was distributed.

All of the statements include the criteria good to excellent. The highest percentage was 98% which stands for lecturer's code-switching help student in understanding concept in the online classroom. The rest of the statements also gave positive results toward code-switching use in the online classroom.

The researchers analyzed the data and found some initial coding. Then, the researchers reviewed, revised, and combined all initial coding into a big theme (focused coding) to get the final result (Table 6). As mentioned before, there were YES and NO answers. YES answer stands for positive perception toward code-switching, while NO answer stands for negative toward code-switching.

Table 6. Students' Perceptions toward Code-switching Uses on Online Classroom

Theme	Coding
Positive Perceptions	
Learning Environment	1. Comfortable Learning
	2. Interesting Learning
	3. Tense of Learning
	4. Increase Confident
Learning Motivation	1. Feel Motivated
	2. Feel Appreciated
	3. Lift the Mood
Learning Interaction	1. Get the Main Point
	2. Prevent Misunderstanding
Negative Perceptions	
Learning Environment	1. English Environment
	2. Out of Topic
	3. Waste of Time

Table 6 shows that 86% of students have positive perceptions of the use of code-switching in the online classroom, while the rest, 14%, have negative perceptions. The

researcher found three main focused codings: learning environment, learning motivation, and learning interaction.

In focused coding of learning environment, students felt that the lecture that applied code-switching in the online classroom was considered comfortable learning. They had minimum pressure when the lecturer explained the material and allowed them to use code-switching in the learning process. It reduced the tense of learning, and students could express their idea freely. Besides feeling comfortable learning, the students also claimed that code-switching made learning more enjoyable. Even though the course has some difficulties, they still can understand it by understanding the lecturer's code-switching.

Nevertheless, there are some negative perceptions regarding the learning environment. There are 14% of students who disagree with the use of code-switching. They think that code-switching decreases the English environment since they are English Education students. Some lecturers who use code-switching mainly continue to use Indonesian to tell stories other than lessons. It makes out of topic and wastes time without being used effectively until the end of the course.

Next, for learning motivation, code-switching makes students feel motivated and appreciated by the lecturer, whether from the lecturer's explanation, responses, or feedback. Some students said they felt more appreciated when the lecturer praised them in their first language (Indonesia). It also boosts students' mood in learning since online learning sometimes makes students bored due to the indirect learning process.

Then, code-switching helps students get the lesson's main point for the learning interaction and prevents misunderstanding. Students claimed that some lecturers had complicated explanations and vocabulary, but they got the point easily when they switched their language to Indonesian. In addition, the students agree that they will respect the lecturer who teaches code-switching due to the lecturer's comfortable learning and feeling of being heard.

The second research question is about the types of code-switching the lecturer uses in the online classroom. Table 7 shows the detailed result.

Types of Code-Switching Used by L1 on Online Classroom

Table 7. Types of Code-Switching

No.	Meeting	Types of Grammatical Code-Switching			Types of Contextual Code-Switching	
		Tag CS	Inter-sentential CS	Intra-sentential CS	Situational CS	Metaphorical CS
1	Meeting 1	5%	37%	42%	0%	16%
2	Meeting 2	7%	59%	30%	0%	4%
3	Meeting 3	4%	29%	62%	0%	5%
4	Meeting 4	0%	56%	44%	0%	0%
	Average	4%	45%	45%	0%	6%

The results on this table were from the observation on online classrooms to know the code-switching phenomenon on the teaching-learning process. The research findings show that the most dominant types of code-switching that occurred in the teaching-learning process by the lecturer are inter-sentential and intra-sentential code-switching. According to Hoffmann (2014), inter-sentential code-switching happens at a sentence level. One of the examples from the L1 is, “But in this world, students, is there anything that can’t be forgiven? *Ada gak sih hal yang tidak bisa dimaafkan?*” It occurs in the sentence level of the Indonesian language that appears after the sentence level of the English language. L1 uses inter-sentential to repeat the previous utterance in English. At the same time, intra-sentential occurs in a sentence involving words, phrases, or clauses (Poplack, 1980). One of the examples from the L1 is, “So, it’s quite the same, *bagian* part III or chapter III will be *metode pelaksanaan*, and chapter IV will be *ada* budget or fundings and schedule.” It showed that the lecturer added a short expression such as a word or clause between two sentences by changing the language from English to Indonesian. Other types of code-switching, such as tag code-switching and metaphorical code-switching, rarely occur in the lecturer’s utterance. The situational code-switching did not occur at all, probably because there was no sudden change since the setting and participant were in the online classroom, which has minimum distraction—for instance, people’s coming to the school as the same as on face-to-face learning.

From all findings, the researcher found that students prefer code-switching rather than full English language on online learning. They claimed that code-switching helped them understand the lecturer’s explanation and lesson materials despite many disturbances like internet connection. It is related to the study by Ansar (2017), which stated that teachers make code-switching in the class to make meaning clear and transfer the knowledge to students efficiently. Thus, teachers’ intention to change the language positively affects students’ understanding. Furthermore, this study has the same result as Rahayu (2019), which revealed

that students agreed that using code-switching in the English teaching-learning process is necessary to help them understand the complex content. The teaching-learning process can run well. So, it can be stated that code-switching helps the learning process, whether in face-to-face learning or online learning.

Meanwhile, for the types of code-switching, other previous works also revealed that the types of code-switching which used the most was inter-sentential switching. To name some, Rahayu (2019) and Hutaaruk (2016) found that the most used type of code-switching is inter-sentential code-switching. The lecturers switch the language when delivering the materials, commonly occurring at the inter-sentential level because the lecturer wants to ensure whether the students understand the material. It can be said as a strategy for the lecturers to transfer the knowledge and information to make the students understand the content subject better.

CONCLUSION

Based on finding and discussion, it can be concluded that English Language Education Study Program students prefer code-switching rather than full English language in the online classroom. It is proven from the data of students' questionnaires and students' interview sessions. Students support code-switching because code-switching has some positive factors, such as creating a good learning environment, increasing learning motivation, and more apparent learning interaction. Even though they prefer code-switching in the online classroom, it does not rule out that they still need full English language in the learning process. Because they are English department students, the need for full English is very considerable besides their choice of code-switching.

Then, the types that appear the most are intra-sentential switching and inter-sentential switching, followed by tag switching, and last is metaphorical switching. While for the fifth type, situational switching did not appear at all in the meeting. This research shows that code-switching can be the way to make the communication between lecturer and students in English teaching-learning effective and understood well by the speaker and listener. These results were gained from the online classroom that needs more attention due to internet connection problems, limited interaction, and motivation for students. Other future researchers will probably find some strategy to make online learning on English language teaching have minimum difficulties on its implementation.

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