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by Nguyen Van Thao, Herman. Eliza Rorezs Napitupulu Nguyen Thi Hien, Hilman Pardede

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Nguyen Van Thao

Faculty of Philology, Hanoi Pedagogical University 2, Vinh Phuc, Vietnam

Herman ⁵

Faculty of Teacher Training and Education, English Education Department
Universitas HKBP Nommensen Medan, Indonesia

Eliza Rorezs Napitupulu ⁵

Faculty of Teacher Training and Education, English Education Department
Universitas HKBP Nommensen Medan, Indonesia

Nguyen Thi Hien*

Faculty of Philology, Hanoi Pedagogical University 2, Vinh Phuc, Vietnam

**corresponding author*

Hilman Pardede

Faculty of Teacher Training and Education, English Education Department
Universitas HKBP Nommensen Medan, Indonesia

Bio-profiles:

1. **Nguyen Van Thao** has been a Linguistics lecturer at the Faculty of Philology, Hanoi Pedagogical University 2, Vietnam since 2016. In 2015, he earned his Doctorate in Linguistics from the Graduate Academy of Social Sciences in Hanoi, Vietnam. Semantics, pragmatics, applied linguistics, and language teaching are all areas of study that he is passionate about.
2. **Herman** obtained his Doctoral degree (Dr.) major in Applied Linguistics, case of Multimodal Discourse Analysis, from State University of Medan (UNIMED), Medan, Indonesia, in 2020. He also held some non-academic degrees such as CPMP and CTWP. His research interests include language teaching, applied linguistics, multimodal, and literature.
3. **Eliza Rorezs Napitupulu** got her Bachelor Degree (Sarjana Pendidikan/S.Pd.) major in English Education. She also had done some publications such as a book, *Cermin Retak (Calon) Guru Bangsa*, and an article entitled Deixis in the Song Lyrics of Hailee

Steinfeld's "Half Written Story" Album. Her research interests include language teaching, applied linguistics, and literature.

4. **Nguyen Thi Hien** is a lecturer of Linguistics at the Faculty of Philology, Hanoi Pedagogical University 2, Vietnam since 2010. Hence, she obtained her Doctoral degree major in Linguistics, from Graduate Academy of Social Sciences, Hanoi, Vietnam, in 2018. Her research interests include semantics and language teaching.
5. **Hilman Pardede** obtained his Doctoral degree (Dr.) from North Sumatera University (USU), Medan, Indonesia, in 2011. The author is a permanent lecturer of English Education Department at Faculty of Teacher Training and Education, Nommensen HKBP University, Indonesia. His research interests include linguistics, conversation analysis and literature.

Abstract

This research was conducted to find out the types and functions of code-switching prevalent in the Zoom-mediated teaching-learning process. The data was collected via six Zoom meetings from August to September 2020 in Class X PMIA 3, X PMIA 5, and X PMIA 7 at SMA N 4, Pematangsiantar. The researchers joined the learners' group during this period and recorded the teaching-learning process. Subsequently, this data was transcribed to make it available for analysis. In analyzing the data, the researchers used Poplack's theory to find out the types of code-switching and Fachriyah's theory to find out the function of code-switching. The study found that there are three types of code-switching: i. Tag code-switching (N=5); ii. Intra-sentential code-switching (N=6); iii. Inter-sentential code-switching (N=9). Further, that there are six functions of code-switching in the teaching-learning process through Zoom, viz., i. checking for understanding; ii. class discussion of students' tasks; iii. clarification; iv. making inference; v. explanation; and vi. reiteration or repetition. The study is likely to be of use to the ESL and EFL teaching communities that are constantly striving for a wholesome second or foreign language experience.

Keywords: *code-switching, online learning, sociolinguistics, speaking, zoom*

Introduction

A language is a tool of communication between people and communities. It is what helps to express someone's opinion, feelings and thoughts to others. According to Hutabarat et al. (2020, p.1), it is through language that people exchange knowledge, show their emotions, beliefs, opinions, wishes, and share information with other people (Herman et al., 2020). short, language is important because we need language to communicate with others. According to

Herman et al. (2019, p.1), communication is important in our daily activities, we need communication to exchange our ideas and to gain information.

In our times of easing national barriers and shrinking of the world into a global village, knowing a language other than one's mother tongue is highly desirable as it facilitates better communication in professional environments. This is also true for Indonesians who typically master at least two languages, namely Indonesian as their mother tongue and English as an international language at all levels of education in the country. In this context, the phenomenon of Code Mixing and Code Switching comes into play. According to Situmorang et al. (2020: p.4), code-mixing is a phenomenon that usually occurs in bilingual society when, during the process of communication, the speaker mixes his/ her mother tongue and any other language known to them.

In the current research, the endeavor is to examine one of the two processes to do with code, namely code-switching. According to Hutauruk (2016, p.4), code-switching is a phenomenon that occurs where a person combines two languages within the same communication or utterance. The use of code-switching can occur when someone changes the language from one to another, whether in the form of a word, a clause, a sentence, or an utterance. This phenomenon is natural when a user is reasonably proficient with more than one language.

In language learning environments, out of the four targeted skills, speaking is the one most in use as it is through speaking that teachers and learners communicate. According to Baron (2020, p.2), speaking skills is someone's ability to communicate in expressing their ideas and thoughts. When speaking or expressing our ideas to others, speakers may resort to code switching as a means of more efficient communication and to avoid communication gap. Therefore, it is important to understand the processes that might lead to the poor passage of the message as a result of code-switching. This is also an aim of the current study as in these times of off-campus learning through virtual platforms, efficient communication is an absolute priority between teachers and the taught. As stated by Sritulanon et al. (2018), in distance learning, teachers have the added responsibility of ensuring ample speaking opportunities for their learners.

Presented below is a sample of code switching in SMA N 4 Pematangsiantar, a class taught by one of the researchers during their practice teaching.

- [1] Teacher : I think you understand about it, **iyakan?**
 Students : Yes Ms, we have understood about it.

- [2] Teacher : What is your opinion about this topic?
Students : I think, it is something **eehhhhh penting** for us when we congratulate others Ms.
- [3] Teacher : The Definition of Congratulating is the expression that we used when we want to congratulate others when they have successes in doing something. **Jadi dari sini dapat kita tahu bahwa ekspresi ini adalah sebuah ucapan selamat kepada orang ketika mereka berhasil melakukan sesuatu**, you got it?
Students : Yes Ms.

From the conversation above, we can see that teachers and students use code-switching mainly at the end of their speech to emphasize the conversation or to ensure that students understand what the teacher says as in the first example above, which is included in the tag-code switching type. Code is also switched when combining two languages in one pronunciation, a case in which the speaker continues his speech but uses a foreign language as seen in the second example above, an instance of intra-sentential code-switching. ⁴¹ In the third example the teacher switches from English to Indonesian but s/he switches the language after one sentence which s/he uses in English. Then s/he switched to Indonesian to repeat the explanation ⁴⁸ in order to help students have a better understanding, in this example, the teacher uses inter-sentential code-switching.

Literature Review

A. Bilingualism

According to Samosir et al. (2020, p.3), bilingualism is an ability that a person has where s/he is able to use two spoken languages while communicating. They also stated that they were not only able to use the two languages but also mastered them. According to Romaine (1995) as cited in Afifah et al. (2017, p.3), bilingualism is an ability that a person has because s/he is fluent in two languages. According to Mackey (1970) as cited in Situmorang et al. (2020, p.3), bilingualism is the use of two languages that a person takes turns communicating. Furthermore, Wardhaugh (1986) ⁴⁶ as cited in Arlan et al. (2019, p.4) stated that bilingualism is a phenomenon in which a person has the ability to use more than one language. ¹ A person who can speak at least one language other than one language is called bilingual (Hutauruk, 2016, p. 3).

According to Baker (2011, p.27) as cited in Situmorang et al. (2020, p.5), there are five dimensions of bilingualism, namely: 1) Age, 2) Ability, 3) Between the two languages they understand, they must be balanced, 4) Development (ascendant - a second language develops;

recessive - one language decreases), and 5) The context in which each language is acquired and used.

B. Code

Code is a term that refers to the various styles used by a person when communicating with others. According to Wardhaugh (2010, p.98), code is defined as several dialects or languages that a person chooses to use at every opportunity as a communication system used by two or more individuals when communicating. Wardhaugh and Janet (2015) further stated that when two or more people communicate with each other it's called code. In addition, they defined code as the language of multiple speakers who use multiple languages when they speak, either bilingual or multilingual which has a specific purpose when multiple speakers use it when communicating. According to Ansar (2017, p.2), code is a phenomenon that occurs in bilingual or multilingual societies. It can be in the form of variations or styles of language used by someone when communicating with others, someone uses the code in order to help the listener understand what the speaker means.

C. Code Mixing

1. Definition of Code Mixing

Samosir et al. (2020, p.4) stated that code-mixing is a phenomenon that commonly occurs in bilingual communities where the person is able to speak two languages. When someone understands and is able to speak in two or more languages, they can change the code in any communication. According to Muysken (2000) as cited in Situmorang et al. (2020, p.6), code-mixing is a term that can only occur when a sentence consists of two lexical and grammatical features of the language. In addition, according to Kustati (2017, p.2), code-mixing is a system of converting one language to another in one sentence when communicating.

2. Types of Code Mixing

This Code Mixing phenomenon consists of three types according to Muysken (2000) as quoted by Samosir et al. (2020), namely: insertional code-mixing, alternation code-mixing, and congruent lexicalization code-mixing.

Insertional Code-Mixing is a constraint in terms of the structural properties of several bases or structures. The code-mixing process is understood as something that borrows and inserts phrases or grammatical or lexical elements into one particular sentence structure. One

difference is in which type of element might be inserted are a noun, adjective, or verb in the sentence.

Alternation code-mixing is a mixing constraint in terms of language equivalence involved in point mixtures that occur in the form of clauses. This type of code-mixing occurs when the structures of the two languages alternate indistinctly at the grammatical and lexical levels.

Congruent lexicalization code-mixing is the influence of dialect in the use of congruent lexicalization of language, which refers to a situation where two languages have the same grammatical structure but are filled lexically by following the elements of one of these languages.

D. Code-Switching

1. Definition of Code Switching

According to Schendl and Wright (2011, p.15), code-switching is a change in the use of one language variety to another that is carried out by speakers in the same discourse. Tajudin (2013:3) also stated that code-switching can occur with every single speech when using one particular language and then change it to another language. According to Afifah et al. (2020, p.2), code-switching is a style of speech in which a speaker deliberately changes the language used, by switching or changing the language that the speaker used before into another language. Ansar (2017, p.1) holds that code-switching is an alternative to use two or more languages in the same conversation that is used by the speaker with a specific purpose that s/he believes.

2. Types of Code Switching

According to Poplack (1980), as cited by Wibowo et al. (2017, p.4), there are three types of code-switching, namely: Tag-code-switching, Intra-sentential code-switching and Inter-sentential code-switching.

a) Tag code-switching

Tag switching is simply the insertion of a tag in one language or in a speech which is entirely in another language, or in other words, where the tag is a language element that is different from the previous sentence which was deliberately used by the speaker (Wibowo et al., 2017, p.4). This code tag switching occurs when the speaker inserts an expression or short phrase (tag) where the tag uses a different language at the end of the speaker's speech. According to Eldin (2014, p.6), this type of code-switching is the easiest type to occur in code-

switching because tags usually contain minimal syntactic restrictions, so that the speaker does not violate these syntactic rules when put in certain sentences. Moreover, according to Ansar (2017:4), in tag switching ³ set phrases in one language are inserted into an utterance otherwise in another.

Example:

- [4] "benar, that's a good answer"! (Arlan et al. 2019, p.5)
- [5] 0-"Bagus, good job Santi"! (Arlan et al., 2019, p.5)

b) ¹⁴ Intra-sentential code-switching

¹⁴ Intra-sentential switching refers to a transition that occurs in the same clause or sentence which then contains elements of both languages (Wibowo et al., 2017, p.4). ² Intra-sentential code-switching is found when a word, phrase, or clause in one language then changes it in a foreign language but does not interpret what was said in the previous sentence but the speaker intends to continue his speech using that other language. ¹⁶ Intra-sentential code-switching is carried out in the middle of a sentence without interruption, hesitation, or pause (Arlan et al., 2019, p.4). According to Ansar (2017, p.5), ¹ Intra-sentential switching occurs within a clause or sentence boundary.

Example:

- [6] Menurutku that's a good idea! (Arlan et al., 2019, p.5)
- [7] "open your matrik book and kerjakan page 10"! (Arlan et al. 2019, p.5)
- [8] Can you tell me kalimat apa ini? (Arlan et al., 2019, p.5)
- [9] I'll give you a gift kalau kalian bisa jawab. (Arlan et al., 2019, p.5)

c) ²⁶ Inter-sentential code-switching

²⁶ Inter-sentential code-switching involves a large amount of syntactic complexity and conformity to the rules of the two languages used (Wibowo et al. 2017). This type of code-switching occurs wherein one sentence uses one language, then the next sentence uses another language. So, it switches the language between sentences but with the same pronunciation. According to Arlan et al. (2019, p.4), ¹⁶ in inter-sentential code-switching, language switching is carried out at sentence boundaries. ²⁶ Inter-sentential code-switching occurs when a complete sentence in a foreign language is pronounced in the base language between two sentences. Inter-sentential switching involves shifting sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in another. Eldin (2014, p.6) stated that inter-sentential code-switching occurs in the same sentence or between turn of speakers, this

requires fluency in both languages in such a way that speakers can follow the rules of both languages.

Example:

- [10] ²⁴ “ini lagu lama, tahun 60an, It’s oldest but goodies, they said. Tapi masih enak kok di dengarin. (Pasaribu et al., 2017, p.4)
- [11] T: “Have you done your homework, Aul”?
 S: Sudah, Ms!
 T: May I see?
 S: ini Ms!
 T: look at the picture and fill the blanks.
 S: yang mana Ms?
 T: On page 30. (Arlan et al. 2019, p.6)

3. Function of Code-Switching

According to Hoffman (1991), as cited by Heeti and Abdely (2016, p.3), there are ten functions of using code-switching, namely: 1. To talk about a particular topic, 2. To quote somebody else, 3. To provide emphasis about something, 4. To make an interjection, 5. To repeat in order to clarify, 6. To express group identity, 7. To show the intention of clarifying speech content for the interlocutor, 8. To soften or to strengthen a request or command, 9. To meet a real lexical need or to compensate for lack of an equal translation, 10. To exclude others when a comment is intended for an exclusive audience.

Meanwhile, Fachriyah, (2017, p.4) stated that the functions of code-switching are fourteen, namely: (1) clarification, (2) reiteration or repetition, (3) explanation, (4) asking, (5) translation, (6) checking for understanding, (7) emphasizing of a language element, (8) making inferences, (9) developing vocabulary, (10) class discussions of student’ tasks, (11) giving feedback, (12) aiding memorization, (13) class management, and (14) entertainment and general communications.

(1) Clarification

This is done by teachers and students in order to provide clarification or confirmation (Fachriyah., 2017). She stated that code-switching can be used to clarify or reaffirm their previous explanations, information, questions or statements, to avoid misunderstandings in terms of capturing the meaning when spoken in English. Code-switching is used to clarify courses in English so that the speaker transfers the code into Indonesian to help the listener understand.

(2) Reiteration or repetition

In switching the code for repetition, the teacher repeats in the form of a sentence from one language to another. The function of using code switching is that the speaker exchanges the code for repetition to align meaning in two different languages for a better understanding (Fachriyah, 2017; Al-Ahdal, 2020; Santos & Tamco, 2020).

(3) Explanation

The purpose of code switching here is for the teacher to interact or communicate with students when there is learning that requires further explanation (Fachriyah, 2017:5). This function can be seen when the teacher provides an explanation in English and then explains it again in another language so that students get an explanation or information in two languages and are able to understand it.

(4) Asking

The fourth function is that the teacher or student switches the code to ask questions. When the teacher interacts with the basic code of English, students ask questions using Indonesian instead of English so that the teacher uses code-switching when answering their questions (Fachriyah, 2017:5).

(5) Translation

This form of code-switching from English to Indonesian is carried out by speakers to translate a statement or question (Fachriyah, 2017:5). This is possible by translating statements and opinions because sometimes the speaker feels that what s/he is talking about needs to be translated so that listeners better understand the meaning of these statements and opinions so there is no scope for misunderstanding.

(6) Checking for Understanding

The sixth function of code-switching is to check understanding of the form of code-switching from English to Indonesian or vice versa, it functions to review previously taught material (Fachriyah, 2017:5). In the teaching and learning process, code-switching can be used by the teacher to check students' understanding of the material that has been taught and studied previously to measure or determine their level of understanding of the material.

(7) Emphasizing of a Language Element

The seventh function of code-switching is to emphasize some elements of language. In this case, during the teaching and learning process, the teacher can switch codes to emphasize the elements of language, especially those related to teaching materials in English to avoid misunderstandings between teachers and students (Fachriyah, 2017, p.6). By switching codes in the learning process students will understand linguistic elements related to the material.

(8) Making Inferences

Sometimes codes are switched when we want to make a conclusion. In the teaching and learning process, this may be done when the teacher uses basic codes or let's say uses English when explaining the material being taught, but when the teacher closes the lesson, s/he explains it by changing the code to Indonesian. So, the code-switching function here is to make a reference or conclusion from a teaching material (Fachriyah, 2017).

(9) Developing Vocabulary

This form of code-switching is carried out when teachers and students discuss vocabulary and then one of them interprets or translates the words into the first language to better understand the word(s) (Fachriyah, 2017, p.6). Thus, code-switching can also help develop vocabulary because when we talk about vocabulary, sometimes others translate it into our first language we will know the meaning of the word.

(10) Class Discussions of Student Tasks

This form of code-switching is carried out to discuss the tasks that have been given (Fachriyah, 2017:6). In the teaching and learning process, to help students really understand about their assignments, the teacher can switch codes. The use of this code can help students understand instructions by changing one language to another. Students will also do the same thing to clarify the assignment given so that they can grasp the clues correctly.

(11) Giving Feedback

In the teaching and learning process, the use of code-switching may occur when the teacher asks students to respond about the learning. The importance of code-switching here is to find out the extent to which students understand the material being studied (Fachriyah, 2017, p.6). The use of code-switching in the teaching and learning process can help to determine the extent

to which students understand the material being studied when teachers and students using code-switching are able to understand the discussion.

(12) Aiding Memorization

Things that usually happen in class where teachers often remind their students about material, assignments, rules that students may have forgotten or not done in the past because it is very important not to be ignored by students, so code changes often occur (Fachriyah, 2017, p.7)

(13) Class Management

There are several activities in the classroom that do not require the transfer of knowledge as the main objective, in this case, code-switching is used to support class management during the learning process (Fachriyah, 2017, p.7). In the teaching and learning process, sometimes the teacher switches codes because of this feeling when there is a notification that is not part of the knowledge transfer.

(14) Entertainment and General Communications

The last function is for general entertainment and communication. Examples found in the data include eliminating boredom, eliminating tension or simply adjusting to one another in educational situations (Fachriyah, 2017, p.7). In the teaching and learning process, sometimes both the teacher and students make jokes to each other so they switch their language into Indonesian so that they can fully experience the joke or by switch the language they actually can feel the jokes.

E. Zoom Application

1. What is Zoom Application?

During online learning by using Zoom as explained above, participants can communicate and interact in different places but at the same time with the help of the features of the Zoom. According to Guzacheva (2020, p.2) meeting room providers or makers in the meeting can record the lesson, besides that they can also record, turn on and turn off the recording as they like as long as they use the Zoom, but only the teacher or host of the meeting can activate this feature.

2. The Advantages of Zoom

According to Guzacheva (2020, p.2), Zoom technology is a great tool for collaboration, because, in this, students can use chat boxes with other students and include their English

teacher. They can see everyone's cameras and listen to everyone. By using Zoom, the English teacher can divide students into a few group students based on the teacher's wishes for the smoothness of the learning process.

According to Archibald et al. (2019), the main advantage of Zoom is its ability to record and save the recording automatically if the meeting ends safely without the help of third-party software. This Zoom capability allows users to save live recordings, either on the host's local device with the option of local recording to be saved on the user's computer. In addition, Archibald et al. (2019:4), state that Zoom is useful because it is able to filter options and share files as an important advantage that facilitates greater engagement and is amplified.

According to Baron (2020, p.6), Zoom is an ability that can be used to allow participants to interact in writing and orally and share presentation screens through the display sharing feature. Because one of the most important factors in online learning is the internet, during the learning process using this Zoom, students can practice speaking to measure the extent of their communication skills but through virtual meetings, using Zoom meetings they can also share material concepts discussed in the conversation in the learning process. In addition, to be able to do group division for students if necessary, for discussion that will be easier by using this Zoom.

3. The Disadvantages of Zoom

Besides having several advantages discussed above, using this Zoom application also has several limitations in its use. According to Baron (2020, p.7), in using Zoom there is a limited access time because students use Zoom access, which means that the Zoom meeting makes the limited time limit free for use by the user. Which in another sense we can mention that the use of this Zoom is also limited if you want to use it for free.

Unlike the previous opinion, according to Archibald et al. (2019, p.4), there are two drawbacks to using Zoom according to the results of their research, namely:

- *Connection problem.* Despite finding Zoom intuitive and user-friendly, most of the participants in the study experienced some level of difficulty after the session. This can happen because the use of this Zoom requires a high connection, as said by Loranc-Paszyk(2015, p.3), Zoom is an online meeting platform that requires high internet connection speeds in its use.
- *Call quality and reliability issues.* After overcoming the initial technical problems, namely internet connection problems when they wanted to take part in this online meeting, some participants experienced problems related to video or audio quality

during the interview. This is caused by the unreliable internet connection or longer use of machines or mobile devices, which results in disconnected calls, dropped calls, or delays that prevent participants from listening clearly to what someone is saying and meetings that sometimes make one of the participants did not really understand the contents of all the meetings they had due to the interrupted connection.

From the explanation above, we can see that there are also disadvantages of this Zoom which are caused by internet connection. Because when using this Zoom application, participants do need to have a high internet connection so that there is no difficulty in participating in meetings, do not experience intermittent communication due to low internet connection which later results in even though they have communicated but it can be unclear, not understanding what others explain because of the connection constraints they are experiencing, and also this Zoom has limited access to be used free by the users.

Research Methodology

49

A. Design of the Research and Data Sourcing

In this research, the researchers used qualitative methods. In this study, the researchers used content analysis to analyze the utterances uttered by teacher and students focusing on the nature of code-switching, they used video recording of the teaching-learning process which was conducted through the Zoom application. Six Zoom meetings from August to September 2020 were recorded for data collection in this study. This comprised basically conversations between the teacher and students. The number of the conversation used for the analysis was twenty.

5

B. Instruments of the Research

Instruments are tools that were used by any researchers to collect the data. Instruments are used in order to help the researchers and to make the research clearer and more complete. Below are the instruments which were used:

1. Zoom application: to support the researchers to get the video.
2. Internet: to download the application, to be used when teaching using Zooms, and to find out some related theories and articles related to this research.
3. Sound and utterances: to support the researchers took the data that needed to answer the research problem of this research.
4. Laptop: to record the video teaching-learning using Zoom application and to support the way to analyze the video.

15

C. Techniques of Data Collection

The next step was to choose the data collection method. According to Ary et al. (2010), the most common data collection methods used in qualitative research are 1) observation, 2) interviewing, 3) document or artifact analysis.

In this research, the researchers used documents in form of video recording to obtain the data. Ary et al. (2010, p. 442) stated that the term documents here refer to a wide range of written, physical, and visual material. The necessary steps of collecting data that used by the researchers were as follows:

1. Get involved in their utterance by join to the group class and then invite the students to join the Zoom meeting.
2. Recording the teaching-learning process.
3. Transcribing the conversation by marking and taking the important conversation that related to this research.

D. Techniques of Data Analysis

In this analysis, the researchers analyzed the data by using Miles and Huberman (1994) theory as cited in Tampubolon et al. (2020, p.15), which involves three steps: data reduction which is a process of selecting, focusing, simplifying, abstracting, and transforming the data; data display, which is an organized, compressed, assembly of information that permits conclusion drawing action"; and conclusion drawing, which also verified as the analysis proceeds. Here are the steps that were used by the researchers to analyze the data:

1. Selecting and focusing teacher and student conversations that contain code-switching.
2. Classifying teacher and student conversations based on Poplack's (1980) theory as cited by Wibowo et al. (2017: 4).
3. Finding out the function of Code-Switching used in the teaching-learning process using Fachriyah (2017:4) theory.
4. Drawing the Conclusion.

E. Triangulation

To check the validity of qualitative research we could use triangulation. Being a qualitative study, the researchers checked the validity of this research using triangulation. According to Samosir et al. (2020:10), triangulation is a technique that utilizes data validity by checking something else. They also cited Denzin and Yvonna (2009) about the types of

triangulation: (1) data triangulation: comprises in various sources data are collected, (2) investigator triangulation: involves multiple investigator/researchers to check the same data, (3) theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon, (4) methodological triangulation: involves using more than one opinion to gathered data.

Research Findings and Discussions

After analyzing the data, the research found the types and function of Code-Switching as described below:

1. Types of Code Switching

The researchers used twenty conversations to find the types of code-switching that occurred in teacher and student conversation in the teaching-learning process through Zoom. The researchers found that there are three types of code-switching used by teachers and student that in the teaching-learning process using Zoom, they are tag code-switching, intra-sentential code-switching, and inter-sentential code-switching. These are summarized in Table 1.

Table 1 Types of Code-Switching in Teaching-Learning Process through Zoom

| No | Types of Code Switching | Frequency |
|----|---------------------------------|-----------|
| 1 | Tag Code Switching | 5 |
| 2 | Intra-sentential Code Switching | 6 |
| 3 | Inter-sentential Code Switching | 9 |
| | Total | 20 |

These readings are represented in Figure 1 below.

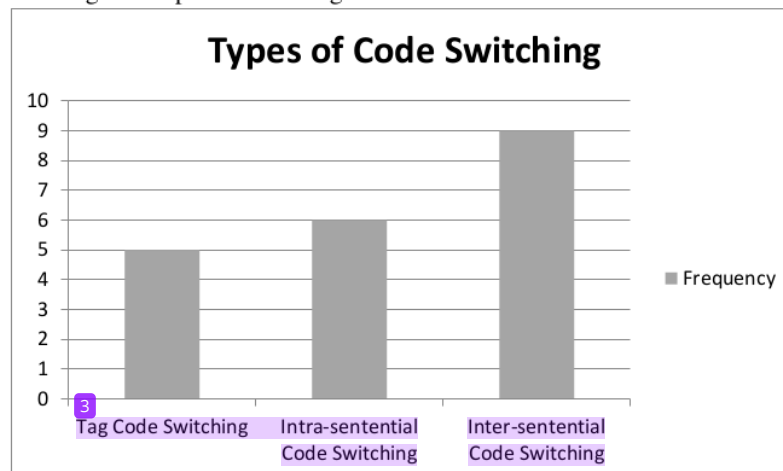


Figure 1 Types of Code Switching

2. Function of Code-Switching

After analyzing the types of code-switching the researchers also analyzed the functions of code-switching which showed that there are six functions that are used by the teacher and students in teaching-learning through Zoom. They are: Checking for Understanding, Class Discussion of Students' Tasks, Clarification, Making Inference, Explanation, and Reiteration or Repetition. These are summarized in Table 2.

Table 2 Functions of Code-Switching in Teaching-Learning Process through Zoom

| No | Functions of Code-Switching | Frequency |
|----|-------------------------------------|-----------|
| 1 | Checking for Understanding | 5 |
| 2 | Class Discussion of Students' Tasks | 5 |
| 3 | Clarification | 5 |
| 4 | Making Inference | 1 |
| 5 | Explanation | 1 |
| 6 | Reiteration or Repetition | 3 |
| | Total | 20 |

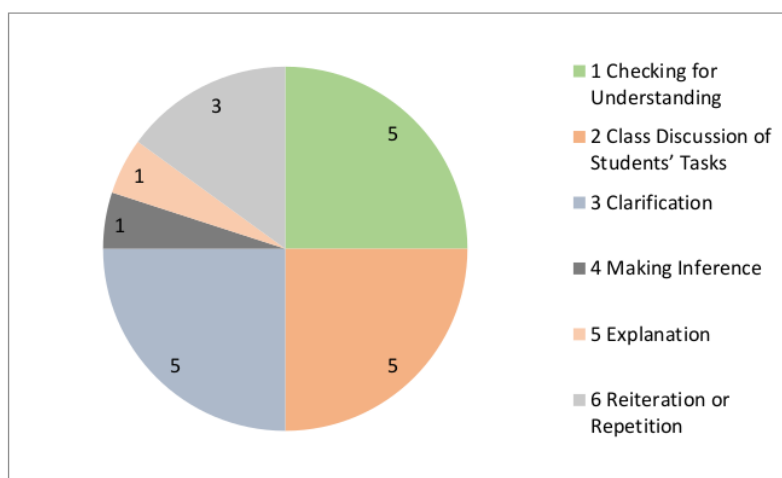


Figure 2 Functions of Code-Switching

Analysis of the data here showed that three types of code-switching were most frequently used by the teacher and students: i. Tag code-switching when the teacher wants to ask students if all that was taught to them was well understood by them; ii. The teacher used

intra-sentential and; iii. Inter-sentential code-switching when explaining the material. Further, the researchers found the functions of code-switching based on Fachriyah's theory in the learning process through Zoom. there are 6 functions, but the most common function is when discussing instructions on how to do student assignments. The study also found that the teacher sometimes changed the language when they wanted to check student understanding by asking questions. Finally, that teacher sometimes switched language to repeat an explanation, so the students have a better understanding of the material.

¹⁵ **Conclusion**

Based on the result of data analysis, the researchers conclude that ²⁵ Tag code-switching, intra-sentential code-switching, and inter-sentential code-switching were the most common in the Grade X ² in SMA N 4 Pematangsiantar, Indonesia. Further, the functions of code-switching that ² teacher and student used in teaching-learning through Zoom at Grade X in SMA N 4 Pematangsiantar, are six in all: class discussion of students' tasks, checking for understanding, reiteration or repetition, emphasizing language element, making inference, and explanation. Finally, the researchers found that ² the teaching-learning process through Zoom Code Switching ensures better learning outcomes and significantly lowers the scope for misinterpretation.

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