THE USE OF CODE-SWITCHING BY THE SPEAKERS ON HIMA LINGUA'S WEBINAR: EXPLORING PEDAGOGICAL AND AFFECTIVE FUNCTIONS

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Abstract

Using more than one language in a sentence or discourse is called code-switching. Undeniably, it also occurs in the teaching and learning process in education. The latest era in education today is online learning, a system that can facilitate students learning more widely. Along with the growth of the online system, many kinds of platform offer learning tools, one of them is YouTube video-based platform. There are many educational-based videos on this platform. The researcher chose one of the video webinars uploaded by the student association channels. The purposes of this study were (1) To find out the types of code-switching in the webinar of Hima Lingua's YouTube video; (2) To explore the functions of code-switching in pedagogical and affective aspects in the webinar of Hima Lingua's YouTube video. The design of the study was content analysis. The research object was the video recording of the webinar uploaded to Hima Lingua's YouTube channel. In collecting the data, the author watched the video, transcribed it using Google docs, and then coded it using a software atlas—ti 9. The researcher used Ezzy's analysis model to analyze the data, which consists of transcription, condensation, identifying and grouping, and displaying the data. This study showed four types of code-switching, intra-sentential switching, inter-sentential switching, tag switching, and intra-word switching. Then, in pedagogical functions, the speaker mainly used code-switching for knowledge constructions. For affective functions, the speaker mostly used code-switching to maintain control. This study emphasizes the importance of using code language in the learning process as one of the ways to assist in more understanding, especially for classes that use two languages.

Keywords: Code-switching, Pedagogical & Affective functions, Webinar

INTRODUCTION

The use of more than one language in a sentence or discourse is referred to as code-switching. In a contact situation, code-switching can represent various meanings. Chloros (2020) shows social trends and variations within the same culture and linguistic community. On the side of bilingualism, it is a natural commix for speakers to use one or more communal languages in their utterances (Shafi et al., 2020). Kootstra et al. (2020) indicate two factors in bilingual dialogue: lexical triggering and interactive alignment. According to Garrett & Cots (2017), code-switching is a speech pattern in which bilinguals switch between languages in a single social context. Code-switching represents an interactive relationship between individuals and society, providing insights into how two languages are retrieved and processed and how using two languages in the same conversation helps communicate meanings among speakers (Liu, 2020).

It is undeniable also occurs in the field of education, in the teaching and learning process. According to Grant & Nguyen (2017), code-switching can be beneficial in the EFL classroom. Shafi (2020) also discusses the advantages and aspects of code-switching and its usefulness in improving students' second language comprehension. Using the first language in foreign language classrooms has long been contentious. However, there has been a surge of interest in this area. As stated by Kumar et al. (2021) investigates the effectiveness of code-switching in the language classroom. Furthermore, Sadiq (2022) analyzes that using code-switching as a teaching method in EFL classes by teachers is quite common.

The latest era in education today is online learning, a system that can facilitate students learning more widely. As stated by J. Wang et al. (2018) investigated various languages available on the internet, Landrum et al. (2021) examine how students evaluate their satisfaction with online classes. Another explores how EFL teachers perceive and employ classroom code-switching to enhance teaching and

learning in online classroom situations (Jeanretno Tiara Putri et al., 2022). The phenomenon of code-switching is also found in cyberspace, such as on social media platforms. As stated, Septiani et al. (2018) recognized types and subject factors influencing code-switching in an online chat room Line. Rudra et al. (2019) show the exploratory study of English-Hindi code-switching on Twitter and S.-H. Ting & Yeo (2019) looked at the languages used in Facebook wall posts by multilingual users.

In the other case, Ismail et al. (2021), on a group Whatsapp deliberating the occurrence of switching languages, and Setiawati & Farahsani (2021) described factors and functions of code-mixing in chats group Whatsapp. Furthermore, Ibar et al. (2021) describe the various code-switching implementation purposes in a YouTube video. The last one, Bansal et al. (2020), highlight how code-switching features can improve various downstream NLP applications to integrate specific switching characteristics to improve humor, sarcasm, and hate speech detection task.

A wide variety of social media platforms began to develop in various manners. YouTube is a fascinating platform where individuals can watch or share anything, such as music videos, TV shows, video lessons, recipes, video tutorials, and even those currently discussed, such as vlogs, podcasts, and webinars. People of all ages can find everything they want to explore on YouTube, supported by audio and visualization. The phenomenon of code-switching has recently been observed in many videos uploaded to the YouTube platform. For instance, daily vlogs as Fadillah & Parmawati (2020) try to figure out what kind of code-switching is based on the vlog, as Sinaga & Hutahaean (2020) investigated the problem of code-switching, specifically, the proper context for using code-switching, also Wijayanto et al., (2022) explains the various causes and effects of code-switching and mixing among Indonesian YouTube creators.

The researcher selected one YouTube channel that discusses various learning and teaching resources uploaded as a video webinar. Educational webinars are becoming increasingly popular as a means of spreading knowledge and engaging educators from all over the world (Topor & Budson, 2020). Master of Linguistics of Airlangga University created this channel. It is Hima Lingua's YouTube Channel. Code-switching is an exciting occurrence that appears in several of their videos. Therefore, the researcher wants to analyze the role of code-switching in one of Hima Lingua's videos, which discusses "Preparation and Training of English Teaching strategy." All the speakers changed their language code from Bahasa Indonesia to English or vice versa. These three-hour durations with four speakers are sufficient to support code-switching data analysis. In line with this research, this event also discusses education that could explore the pedagogical and affective functions of code-switching.

RESEARCH METHODS

A research design is a research plan or technique. It is required to get reliable and valuable information. Qualitative approaches rely on text and image data, have different data processing measures, and use a variety of designs (Sataloff et al., 2016). One of many qualitative methods for analyzing textual data is content analysis. Content analysis refers to a set of systematic, rule-based techniques for analyzing the informational contents of textual data (Mayring, 2019). Content can include words, meanings, visuals, symbols, ideas, themes, or any expressed message. Therefore, this study followed the content analysis approach to analyze the text/ written transcript and specifically investigate the types and functions that impacted the speakers' use of code-switching during the webinar. Then, the data from the recorded video is converted into a transcript using Google Docs and mostly edited manually to get more detailed and accurate data.

The data for this study were obtained from video-recorded webinars uploaded on the YouTube channel associated with Hima Lingua's Master of Linguistics program. The video was recorded for three hours and contained four speakers who discussed diverse learning and teaching materials related to the English language. After that, the researcher transcribed the material that the speaker employed during the webinar using Google Docs; most editing was done manually to ensure accurate transcription. The author utilizes the Atlas. ti 9 software to classify data and code the data to make the data collection process concise and more accurate. The researcher then observed the speakers' presentations, took notes on the different types of code-switching utilized, and analyzed the functions of the speakers' switched codes while giving their presentations.

This study employed content analysis to acquire and interpret textual data. Content includes

words, meanings, visuals, symbols, concepts, themes, and any message that may be expressed. The term "text" refers to anything written, visible, or spoken and serves as a medium of communication (Ezzy, 2012). As (Hanafiah et al., 2021), this design is advantageous because it allows the relevance of preexisting theory to be tested. In this research, the data in utterances was obtained from transcriptions of video recordings of the Webinar of Airlangga University's Master of Linguistics.

RESULTS AND DISCUSSION

In this subchapter, the researcher discusses the findings about using code-switching between English-Indonesian and vice versa in the webinar on Hima Lingua's YouTube channel by Master of Linguistics at Airlangga University. This webinar contains some languages, such as Indonesian and English, and a few words in the local language. However, Indonesian and English are the most dominant languages. The speakers are lecturers in linguistics master's programs; they were required to communicate in English regularly in the workplace. Moreover, the audience for this webinar consists of teachers and several graduate program students. This research found a lot in terms of language code from either English to Indonesian or vice versa. The speakers facilitate the audience's comprehension by providing the topic using code languages.

Code-switching can be explained into four types: intra-sentential, inter-sentential, tag switching, and intra-word switching. Moreover, there are two categories of functions: pedagogical functions and affective functions. The researcher found that the use of Indonesian-English code-switching has variety. However, intra-sentential switching is the most dominant type used by the speakers that has a similar relationship (Kasim et al., 2019). Furthermore, pedagogical functions of code-switching, which is knowledge construction, are the most dominant shown in this research. In this case, speakers use code-switching to review topics, clarify, make explanations, assist understanding, and give similar feedback (Cahyani et al., 2018).

Each utterance in this study needs a whole context to be completed to see the meaning, both pedagogically and affective functions. The code-switching that appears, in this case, is more for knowledge construction because this research is conducted in a webinar, which means a webinar's speaker or presenter provides explanations. There were also a few discussions throughout the question and answer session, and the speakers offered feedback. Mainly, webinars apply more explanations by the speaker, and the audience listens a lot.

CONCLUSION

People can interact and communicate with one another while speaking more than one language to their speakers. Code-switching is the practice of switching between some of the languages spoken by someone bilingual or multilingual. There is code-switching in the webinar and the examples of the speakers. Code-switching is utilized during this webinar by multilingual speakers. The languages in this webinar include English, Indonesian, and the local tongue. English and Indonesian are the two most dominant languages communicated during this webinar. This webinar's prominent and highly-educated speaker is the primary motivation for learning English and other languages. This study organized all discourse data to contribute to future research on code-switching.

The writer has collected 270 utterances for types and 104 utterances for functions of Indonesian-English code-switching in the English teaching and learning strategy webinar. The writer has found 211

utterances of intra-sentential switching in the types of Indonesian-English code-switching. Intra-sentential switching is the most dominant type used by speakers because they switch the words or phrases within the sentence. This phenomenon relates to Kasim et al. (2019) research findings. In the functions for code-switching, the researcher found 61 utterances of knowledge construction. This function is more dominant than other functions. This phenomenon also relates to Cahyani et al. (2018) research findings. It is necessary to emphasize the utterances of words, phrases, and sentences due to code-switching. Other areas of study should be able to solve the code-switching issue effectively.

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